



---

LOYOLA • UNIVERSITY • BULLETIN

---

1985-87 • GRADUATE • STUDIES

---

LOYOLA  
NEW ORLEANS

---

## CORRESPONDENCE DIRECTORY

---

*Address Correspondence to:*

Loyola University  
6363 St. Charles Avenue  
New Orleans, La. 70118

*Telephone:*

(504) 865-3240

*Admission to Graduate Studies:*

Director of Graduate Admissions  
(504) 865-3240

*Graduate Studies:*

Director of Graduate Studies  
(504) 865-3324

*Pre-Registration/Registration:*

Registrar  
(504) 865-3235

*Financial Assistance:*

Director of Financial Aid  
(504) 865-3231

*Residential Life:*

Director of Residential Life  
(504) 865-3231

LOYOLA UNIVERSITY BULLETIN

Vol. LXXIII, No. 2 July 1985

Loyola University, New Orleans, La. 70118

# **LOYOLA UNIVERSITY**

in New Orleans is a Catholic  
institution that revolves  
around the Jesuit tradition of  
contributing to the liberal  
education of the whole person.

The university searches for those students  
who are not satisfied with the ordinary,  
but who thrive on

**CHALLENGE.**

Our purpose is to provide quality education  
for a select group of students.

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, *Loyola University* in New Orleans still operates under its founding purpose of offering a liberal arts education to all who seek knowledge and truth.

Loyola University is accredited by the Southern Association of Colleges and Schools, the major accrediting agency for higher education in this area.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, or sex in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment in Fall 1984 of nearly 4,900 students made up of approximately 3,513 undergraduates, 227 graduates and 688 law school students. Students attending the summer sessions number about 1,900.

The geographical diversification of Loyola's students is good. Nearly a quarter of the students permanently reside outside Louisiana and represent 46 states, the District of Columbia, Puerto Rico, and 43 foreign countries. Students also represent a wide range of social and economic backgrounds.

The campus is located in a residential area of New Orleans known as the University Section.

Fronting on tree-lined St. Charles Avenue where street-cars are the mode of public transportation, Loyola's main campus faces Audubon park directly across the avenue. The 19-acre location is a collection of beautiful Tudor-Gothic buildings and modern architecture. Two blocks farther up St. Charles Avenue is the recently acquired four-acre Broadway Campus.

## CONTENTS

5	Graduate Programs
7	Goals of Loyola
14	Jesuit Character and Commitment Statement
17	Admission
21	Tuition, Fees and Financial Aid
26	Academic Resources
29	Academic Regulations
43	Biological Sciences
47	Business Administration
57	Education
67	Music
79	Religious Education and Pastoral Studies
88	Religious Studies
95	Student Life
99	Administrators
101	Graduate Faculty
107	The Story of Loyola University
111	Index
113	Academic Calendar

# GRADUATE PROGRAMS

*DIRECTOR:* John F. Christman, Ph.D.

*OFFICE:* 360 Monroe Hall

Loyola University offers graduate degrees in six areas of study. These areas and the degrees offered are:

## **BIOLOGICAL SCIENCES**

Master of Science in Biological Sciences

## **BUSINESS ADMINISTRATION**

Master of Business Administration

## **EDUCATION**

Master of Education in Guidance and Counseling

Master of Education in Reading

Master of Education in Administration

## **MUSIC**

Master of Music

Master of Music Education

Master of Music Therapy

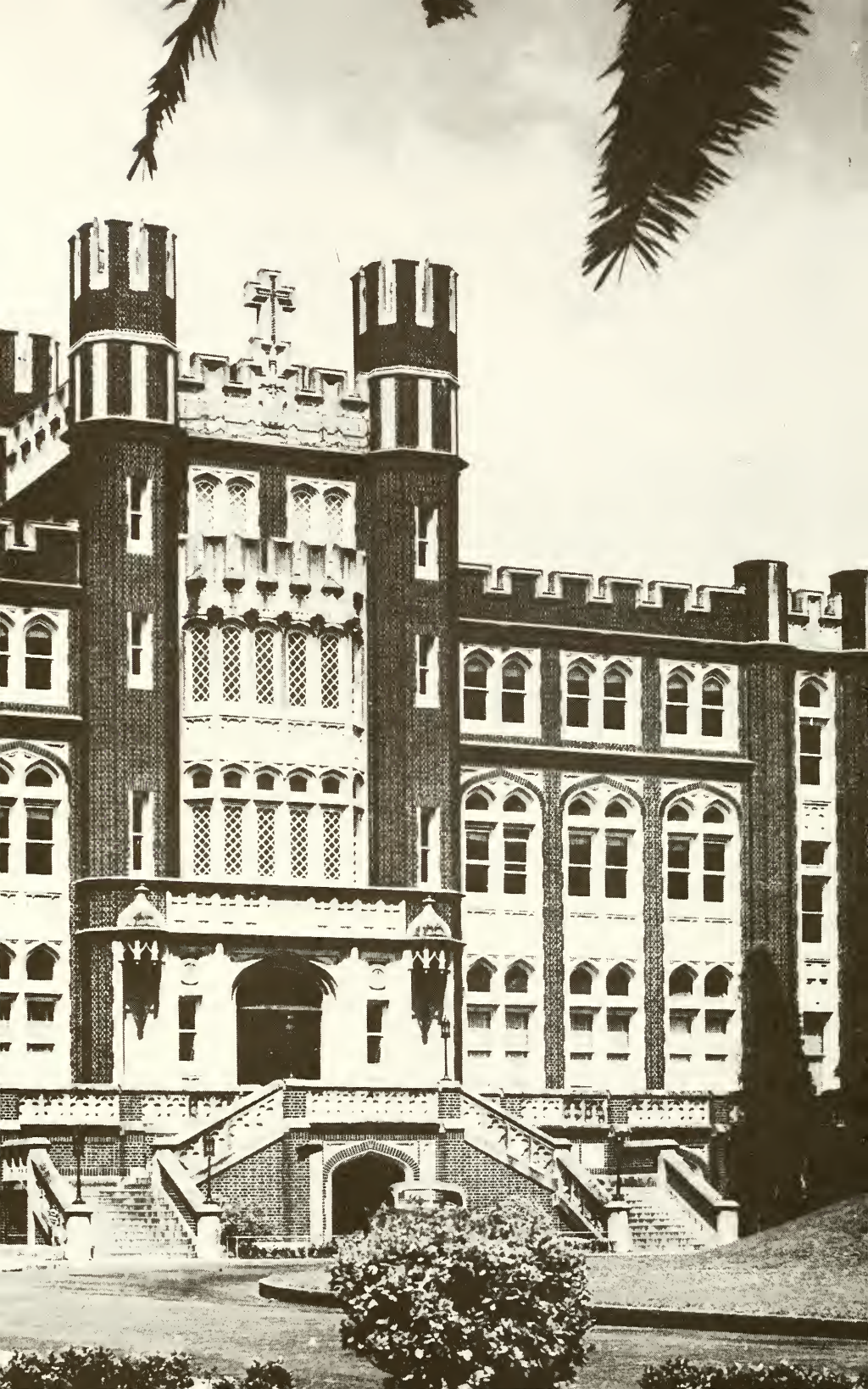
## **RELIGIOUS EDUCATION AND PASTORAL STUDIES**

Master of Religious Education

Master of Pastoral Studies

## **RELIGIOUS STUDIES**

Master of Arts in Religious Studies



# GOALS OF LOYOLA

*The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977 and May 1983 are incorporated in this edition of the Goals Statement.*

## LOYOLA UNIVERSITY IS A CATHOLIC INSTITUTION

Loyola, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential, and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola stands on her Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as she learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, she should support excellence in theological instruction and scholarship as well as recognize the

pre-eminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society of Jesus to discern what is good and true in the movements of history. Loyola pledges herself to educate her students to meet change with equanimity, good judgment, and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola University community, her alumni, and her friends.

Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particularly concerned with those prevalent economic, judicial, and educational attitudes which are inconsistent with the social teachings of the Church.

## **LOYOLA CONCENTRATES ON LIBERAL EDUCATION**

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts it is also committed to professional study. Liberal studies assist a student to broaden and deepen his convictions; professional studies assist a student to actualize his convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola is aware of the need for innovation in undergraduate education. Because of her size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria: (a) they are necessary for strengthening undergraduate programs; (b) they fulfill serious community needs.

## **LOYOLA RECOGNIZES ITS COMMUNITY RESPONSIBILITIES**

Loyola looks forward to her place in the community of the 1980's. The American university of the 1980's will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in her power as an independent Catholic university to solve the problems of American society today.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes her obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes and programs will be created, developed, or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies, and labor.

## **LOYOLA IS A COMMUNITY OF SCHOLARS**

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of accumulated wisdom and should be active in shaping this wisdom for a new day. By reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgement in the face of complexity and ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic, and cultural backgrounds, and through firm, vigorous, and dynamic programs in the arts, humanities, sciences, and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The university's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the university. Therefore, Loyola should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola wishes to assist each person in becoming more aware of the problems of the society in which he lives and of his ability to correct these problems. Such a person would have a firm moral conviction to live up to his obligations to himself, to his fellow man, and to God.

## **THE FUTURE OF THE UNIVERSITY**

Loyola is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The university should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact, and maximum use of existing resources.

Loyola should increase and make more effective her ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state, and nation. A portion of studies such as business and the social or behavioral sciences should be

done off campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

## **PRIORITIES INVOLVING PLANNING**

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs, and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties, and staff may be made.

## **PRIORITIES INVOLVING STUDENTS**

Loyola recognizes that value-oriented education must occur in the context of total human development, and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs, and curricular requirements. The university involves students in the planning of their education and the shaping of their environment, and encourages student participation in the deliberations of faculty and administration.

Loyola is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizeable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual, and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body, and maintain the quality of admitted students, the Admissions Office will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with Loyola's commitment to educational excellence, she will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate their adjustment to the academic environment.

The university recognizes the importance of providing programs to facilitate the integration of the new student into the university community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities, and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by the Counseling Center. By providing the leadership of professionally trained personnel, programs will continue to be established to facilitate students' continuing personal and social growth, develop the skills necessary to cope with academic demands, and aid in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. Campus Ministry does play a special role in assisting students to adjust both to university life and to understanding the full scope of a Loyola education. Programs which strengthen the student's social, cultural, and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs include student government and organizations, prayer groups, organized recreational activities, and the Loyola Community Action Program (LUCAP).

Loyola is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to re-enter previous careers, and other students in non-traditional programs. As part of the education at Loyola, it is important that these students be strongly encouraged to participate in campus life, and see the university as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs, and services will be developed to support the active participation of such students utilizing professional staff, peer assistance, and community referral.

## **PRIORITIES INVOLVING FACULTY**

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.<sup>1</sup>

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research, and

---

<sup>1</sup>1966 Statement on Government of Colleges and Universities, by the American Association of University professors, American Council on Education, and the Association of Governing Boards of Universities and Colleges, from Appendix C, Loyola University Faculty Handbook, November 15, 1973.

community service. These goals can best be realized by a stable, financially secure, and professionally active faculty. Faculty participation in university governance reflects its concern with academic excellence through teaching, research, other scholarly activities, and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

## **PRIORITIES INVOLVING CURRICULUM**

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages that best complement his own program of study. In keeping with this, Loyola should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possibility of greater inter-university cooperation and specialization in the areas of language, arts, and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola. Loyola will continue to make every effort to inculcate scientific literacy in all of her students. Many patterns of thought in our time are grounded in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain her excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola has produced and will continue to produce leaders in

law, government, and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should insure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The School of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The Law School offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola disciplines should provide opportunities for study through seminars, honor courses, discussion courses, independent study, research projects, and courses designed by students. Loyola will continue her tradition of close student-faculty contact which has always constituted the basis of quality education.

---

Approved by the Board of Trustees, July 1971.

Revised by the Board of Trustees, July 1973, January 1977, and May 1983.

# LOYOLA CHARACTER AND COMMITMENT STATEMENT

*The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.*

1. Loyola faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and fellowship under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to himself. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Kingdom that is aborning in this world where divine and human activities intersect.
3. Motivated by the Christian vision of reality, Loyola undertakes her task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the university community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The university must provide an environment conducive to growth of her faculty and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as

a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in her students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate herself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art, or politics . . . [but] still not compatible with every point of view." (Loyola University Goals Statement)

4. While academic excellence and liberal education are the immediate goals of our university community, they cannot be, in view of our commitment as a Jesuit university, the ultimate *raison d'être*. Academic excellence stands in the service of the full human development of persons as moral agents. In this regard, it would be well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice, and stereotypical thinking. Only so can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action. In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.
5. Because education at Loyola is person-centered and concerned ultimately with choice and action, the curriculum, spiritual life, and student life must on all levels and in all areas be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the university and to ever-widening circles of concern for our city, our state, our region, our nation, and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.
6. It is understandable then that in the face of our contemporary situation Jesuits the world over have recently determined that the best way to embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola as a Jesuit university embraces the conclusion of the 32nd General Congregation of

the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.

7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life concern for justice to which our Jesuit and Christian heritage commit us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.
8. All members of the university community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification, and pursuit of the objectives set forth in this statement. With full respect for the complexities of a pluralistic culture, with whole-hearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola University is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious ones, are not only tolerated but encouraged. Yet, it should be recognized that the university has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the university's mission, destructive of its identity, and disruptive of the university community well-being. The university community should make every effort to reconcile any member who finds himself/herself in conflict with these objectives.
9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others, persons who will seek to act justly, to love tenderly, and to walk reverently in the spirit of Jesus as the man for others.

---

Revised: May 1984

# GRADUATE ADMISSION

*GRADUATE ADMISSIONS:* Rebecca Brechtel      *OFFICE:* 270 Marquette Hall

Admission to graduate studies at Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate graduate studies committee of the discipline involved examines the applicant's records for evidence of potential for graduate study.

Loyola's graduate program is devised to select students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex, or creed.

There are separate admissions standards for students who seek professional improvement but do not seek a degree, and these are listed under the category "Special Admissions."

## APPLICATION DEADLINES

Qualified applicants may enroll at the beginning of the fall, spring, or summer term.

August 1 for the fall term and January 5 for the spring term are the deadlines for admission as a degree-seeking student. Students may be admitted as nondegree or transient students after these dates. Nondegree and transient students are ineligible for certain types of state and federal aid.

## ACADEMIC REQUIREMENTS

An applicant for admission must present as proof of his or her preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in a field appropriate to the graduate work, and at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence.

Admission to graduate studies allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student.

## DEFINITIONS FOR APPLICANTS

### Educational Levels

**UNDERGRADUATE** — Students who have not received a bachelor's degree or any students who wish to pursue a second bachelor's degree.

**GRADUATES** — Students who have received a bachelor's degree and are not pursuing another bachelor's degree.

### Classifications

**DEGREE-SEEKING** — Degree-seeking students are those students who qualify to pursue a specific graduate degree at Loyola University by the admission deadline.

**NONDEGREE-SEEKING** — Nondegree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree

program or who need to complete prerequisites required for degree-seeking status. Nondegree-seeking students may be admitted on the basis of two official transcripts from the last college attended. Admission to graduate studies as a nondegree-seeking student allows one to enroll in all graduate courses not restricted to degree candidates.

**TRANSIENTS** — Students who plan to attend Loyola for only one semester or students who are unable to supply the necessary credentials by the admission deadline for degree or nondegree-seeking classifications. Transient students are admitted for one semester. In order to continue their enrollment in the next semester, transient students must apply as a degree or nondegree-seeking student and submit those credentials required by the admissions committee. Transient students must provide, at a minimum, an unofficial college transcript indicating an award of a degree or letter of good standing indicating enrollment in a graduate program at another college.

### **Admit Types**

**GRADUATE FRESHMEN** — Students who will have received an undergraduate degree prior to the planned term of enrollment. All degree-seeking graduate freshmen are required to submit the application, general information form, nonrefundable application fee, two official undergraduate college transcripts from each college attended, two letters of recommendation and the results of national tests if required for the specific graduate program.

**GRADUATE TRANSFER STUDENTS** — Students who have attended another college or university at the graduate level. Transfer applicants must submit the same credentials as freshmen and, in addition, two official transcripts from each graduate institution previously attended, whether or not credit was earned.

**GRADUATE READMITS** — Students who have previously enrolled at Loyola at the graduate level (does not include continuing education and noncredit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola or less than two years has elapsed. Readmits who have not been enrolled for two years and who plan to seek a degree are required to resubmit full credentials.

### **Admission Actions**

**ADMITTED** — The applicant is admitted to the graduate program for the term designated on the application.

**CONDITIONALLY ADMITTED** — The applicant is admitted, but on probation. The circumstances of the probation are stated in the letter of admission.

**DEFERRED DECISION** — The decision is deferred until additional information is collected on the applicant. The applicant will be informed by the admissions office of the information the Graduate Council needs to consider the student's application for admission.

**REJECTED** — The applicant is not admitted to the graduate program. This action is taken after the applicant is considered for all other admission actions.

## **APPLICATION PROCESS**

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible

after receipt of all necessary credentials. If admission is deferred, the applicant will be considered again when the requirements for consideration are met.

## **POLICIES AND REGULATIONS**

Students are enrolled at Loyola in accordance with the policies defined in the University bulletins, *Student Handbook*, and the traditions of the college in effect at that time. Readmitted students are subject to the policies in effect at the time of their readmission. The university reserves the right to clarify and change policy in the course of a student's enrollment.

All applicants and Loyola students are required to provide complete, correct and truthful information on all university applications, forms and correspondences. Administrative decisions and actions based on incomplete, incorrect, or false information are subject to immediate review and/or reversal. Applicants or students who provide such information are subject to corrective administrative and disciplinary proceedings including, but not limited to, dismissal from the university.

## **EXCLUSIONS**

Students excluded by a university are ineligible for admission to Loyola depending on the exclusion regulations and recommendations of the excluding university.

## **EARLY ADMISSION**

The programs of music education, music therapy, and education will admit, upon receipt of approved application for graduate studies, Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following *additional* requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester may not exceed 12 credit hours. The graduate courses will not count toward the undergraduate degree requirements.

## **INTERNATIONAL STUDENTS**

International students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by taking an appropriate standardized test or by a personal interview. For information on the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

## **TRANSFER OF ACADEMIC CREDIT**

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental graduate studies committee and the Director of

Graduate Studies. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

### **DEGREE CANDIDACY**

Degree candidacy is an intermediate status in the normal progress for a graduate degree. Each program has published its specific requirements for admission to candidacy in the appropriate section and should be carefully considered by the applicant prior to application for admission to begin graduate work.

Ordinarily students should expect to qualify for admission after they have completed at least 12 credit hours but no more than 15 credit hours of graduate work. Each student is responsible for completing the application for candidacy at the proper time. The appropriate graduate studies committee will examine each application for candidacy both objectively with respect to courses and grades and subjectively with respect to the student's likelihood of being able to complete the degree requirements. When admitted to candidacy, the graduate studies committee will inform the student of the course and examination requirements remaining for the degree.

### **TERM FOR COMPLETION OF DEGREE REQUIREMENTS**

Under all but extreme circumstances all course requirements for a graduate degree must be completed in a seven-year span. Exceptions to this regulation require approval of the appropriate graduate studies committee and the Director of Graduate Studies.

# TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 52 percent of the actual cost of operating Loyola for one year. The other 48 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty and staff, WWL-AM-FM-TV employees, foundations, corporations, a small university endowment, and the contributions of the Loyola Jesuit community.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid.

## TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein. The rates for 1985-86 only are listed below.

### TUITION

All Graduate Courses ..... \$182.00 per credit hour

### FEES

For Beginning Students

Application fee — graduate  
(not refundable)..... 15.00

For All Students

University Center fee

Full-time (9 cr. hrs. or more)..... 40.00 per sem.

Part-time (8 cr. hrs. or less)..... 23.00 per sem.

Student Government Association fee

Full-time ..... 10.00 per sem.

Part-time ..... 5.00 per sem.

Yearbook fee

Full-time ..... 5.00 fall sem.

Part-time ..... 2.50 fall sem.

Contingent fees

Late registration..... 20.00

Late payment ..... 100.00

Add/Drop a course..... 5.00 per course

Transcript ..... 2.00<sup>1</sup>

---

<sup>1</sup>If more than one transcript is requested at a given time, the cost for each additional transcript will be only \$1.00.

Student Health Insurance (cost varies).....	140.00 per year
Cap and gown rental (cost varies).....	18.00

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged. A charge of \$10 will be assessed for each check returned from the bank.

## TEACHER DISCOUNTS

A remission of 40 percent of the tuition is allowed to full-time New Orleans area teachers from accredited elementary and secondary schools enrolled in education degree programs. To apply, a letter from the principal of the school written on official school stationery must be submitted to the Office of Scholarships and Financial Aid. This letter must give the applicant's name, social security number, teaching or specialty area, and state that the applicant is a full-time teacher for the academic year for which the tuition remission is being sought.

## RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The housing contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

### Room Rates

	<i>Double Room</i>	<i>Single Room</i>
Cabra Hall.....	\$990	\$1358
Room Guarantee deposit (not refundable but applicable to room rent) <sup>1</sup> .....	\$50	
Cabra Residence Council fee.....	\$5 per sem.	

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. With prior notification, the university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations may be obtained from the Residential Life Office.

### Meal Plans (Board) 1984-85

Loyola's meal program is voluntary. Those who want the program may contract on a semester basis for one of our meal plans. For information on the meal program write Pilot Food Service, Loyola University, 6363 St. Charles Ave., New Orleans, La. 70118.

	LIMITED SECONDS	UNLIMITED SECONDS
8 meals per week	\$622 per semester	\$653 per semester
10 meals per week	\$653 per semester	\$686 per semester

<sup>1</sup>This deposit is credited to the student's room charge. It is not refundable if the student cancels the housing request.

14 meals per week	\$702 per semester	\$762 per semester
19 meals per week	\$752 per semester	\$799 per semester
Cash Coupon Book	\$50 per book	
Steak Option	\$45 per semester	

Because the board program is voluntary, students are not billed for it as is the case for tuition, fees, and room charges. Checks or money orders for one of the four meal plans must be made payable to Loyola University but given directly to Pilot Food Service, who manages the program for Loyola. Payments may be mailed to Pilot Food Service prior to registration or may be given to the food service company during the registration period. Cash Economy Cards may be purchased at registration or during the semester.

The above rates for meals are based upon costs for the 1985-86 academic year. Because of the uncertainty of the economy and budgetary projections, Loyola reserves the right to increase charges printed above.

## **BILLING AND PAYMENT POLICY**

Students are mailed a bill for the tuition, fees, and room charges. New students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to registration.

Full payment must be received by the Student Finance Office no later than 30 days after school begins. Students paying after this date will incur a late payment fee. If a student does not receive a bill within three weeks, or if an adjustment should be made to the bill, the student should contact the Student Finance Office so that payment can be made by the 30-day deadline. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned due to insufficient funds also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been discharged or until satisfactory arrangements have been made with the Vice President for Business and Finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied.

## **MONTHLY PAYMENTS**

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment, revolving credit plan whereby the parent or student contracts with Tuition Plans, Inc., to finance all or a part of the annual expenses and repay the amount borrowed on a 12 month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments

begin five months prior to fall registration and continue for ten months. This plan is offered by Educational Funds, Inc.

Descriptive literature concerning these plans will be sent by the Student Finance Office upon request.

## **REFUND POLICY**

**TUITION** — Students who withdraw from the university or from a course are entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following basis:

1. If formal notice is received within one week after the beginning of the semester a refund of 100 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester a refund of 75 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester a refund of 50 percent of tuition is made.
4. If formal notice is received within seven weeks after the beginning of the semester a refund of 25 percent of tuition is made.
5. No refunds are allowed after the seventh week of classes.

Students forced to withdraw for medical reasons will be given a full tuition refund. A physician's certificate must be presented to the Student Finance Office.

**ROOM** — Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

**MEALS** — Students may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

## **FINANCIAL AID**

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

There are two kinds of financial aid for graduate students — loans and campus jobs.

**LOANS** mean just what the name implies. It is money that is *loaned* to a student and must be paid back. Repayment begins nine months after one leaves school. Approval of loans are based solely upon a student's need.

There are two kinds of loans.

The first is a campus-based federal loan. This loan program is administered on campus by the university. It can provide up to \$1,500 per year. Interest on this loan is five percent. In some cases full repayment of the loan may be reduced through teaching.

The second is a state guaranteed loan. Such loans are available in most states, Louisiana included. The major restriction on state guaranteed loans is that the student must be a resident of the state which has a loan program. But a student may attend school in any state he desires. In Louisiana a student may borrow up to \$5,000 per year. Interest is eight percent.

All loans accrue interest and must be repaid. In the case of the two kinds of loans explained above, the government pays the interest accrued while the student is in school and for a period of six months immediately after he leaves school. Payments on the principal and interest begin in the seventh month after a student graduates or ceases to be enrolled in school at least half time. Except for hardship cases, the minimum payment is \$30 per month with a ten year repayment period.

JOBS are self explanatory. There are two kinds of programs.

The first is the federally funded work-study program. Students are selected for work based solely upon need and work either 7 ½ or 15 hours per week on campus doing office or library work, research, or assisting professors.

The second is university funded student assistantships. Need is not always a factor in selection of students for work in this program.

Applications for financial aid may be obtained from the Office of Scholarships and Financial Aid. Preference is given to those who apply before May 1.

You must apply for admission before you apply for financial aid. An official response on your financial aid application is dependent upon the action taken on the application for admission. For this reason it is important to apply early and follow through in getting your back-up admission materials in. Loyola can supply you with an admissions decision soon after you apply and get all admission materials in.

When accepted, action is taken on your financial aid application. You can expect a response on your application within two weeks after you are accepted.

The financial aid officer is knowledgeable by training and experience to give applicants the best and most assistance possible. This may include a combination of a loan and campus job. How much one receives depends upon what a person's need is. Need is the difference between what the student and the family can reasonably be expected to pay and the cost of education. Loyola bases the student/family contribution upon information on the financial aid application and the copy of the tax return supplied with the application.

# ACADEMIC RESOURCES

## UNIVERSITY LIBRARY

The university library serves students and faculty by providing supplemental reading and research materials for coursework, music listening facilities, recreational reading, and audio-visual materials and equipment for individual and classroom use.

### Facilities and Resources

The Loyola library consists of the Main Library and specialized libraries in music and audio-visual materials. Holdings include more than 317,620 volumes, 1,631 periodical and journal subscriptions, 112,170 microform units, 41,995 state and federal government documents, and 1,193 media titles.

Noteworthy among the special collections are the rare holdings of Spanish and French colonial archival documents on microfilm. Other special holdings include the 20,000 volume Library of American Civilization, containing books, periodicals and documents prior to 1914; the 3000 volume Library of English Literature, with materials from the beginning to 1660; and extensive holdings in Jesuitica.

The main library collections are organized according to the Library of Congress classification system, and the stacks are open to all users. Separate study and research areas include the reference room, the browsing lounge, and the periodicals reading room.

### Services

Professional librarians are available to consult individually with students and faculty on use of library resources and planning research papers. In addition, the reference department provides special orientation and bibliographic instruction sessions throughout the year. The library publishes a number of guides to the use of the library for both students and faculty, as well as subject bibliographies in selected areas. A colorful graphic sign and directory system has been developed to aid in locating areas of the library.

Throughout the year the library arranges educational and art exhibits for display; in addition, a collection of framed art prints is available for rental at a nominal fee by students and faculty for use in dormitory rooms, or at home.

The media center makes available for classroom use and for individual study audio and visual learning materials and their playback and viewing equipment. Materials available include video tapes, films, filmstrips, slides, sound tapes, records, and other forms.

### Extended Resources

Faculty, graduate students, and, in some cases, undergraduate students at New Orleans area colleges and universities enjoy reciprocal borrowing privileges at most of the areas academic libraries. The library's interlibrary loan service is able to obtain books and periodical articles not available at the university library from out-of-town and out-of-state libraries. Membership in the South-eastern Library Network provides bibliographic and location information for borrowing from libraries nationwide through a computer terminal located in

the library. On-line searching of computerized data bases in a wide variety of subjects is also available in the library for a small fee. These data bases include journal and report literature not generally available through print indexes and reference works. Consultation and searching are available through the reference department.

## **COMPUTER SYSTEMS**

The Academic Computing provides computer services and support for instruction and research activities on campus. This service is available to all authorized students and faculty on an open shop basis. Computer terminals are located in Monroe Hall and at other locations around campus. In addition, the Mathematical Sciences Department has a number of microcomputers available for use by Computer Science majors.

The Computer Center provides a full range of computer support to the Administration of the University. This includes modern up-to-date systems for admissions, finance, registration and other areas for the day-to-day operation of the University.



# ACADEMIC REGULATIONS

In the spring of 1979, Loyola implemented a new comprehensive computer based student record system. As a result, many procedures and policies changed. Students who attended Loyola both prior to and after the spring of 1979 will have two transcripts that will have different appearances and form but will remain identical in content.

## KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Registration Schedules* distributed by the Registrar's Office, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

At registration, it is understood that the student agrees that the student will be governed by the university regulations and will abide by decisions made by proper authorities of the university regarding the individual student.

## FACULTY ADVISING

All students are advised by faculty members. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisors may be obtained from the office of the dean of one's college.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the orientation and registration periods. Advisors will help students plan their program, explore career alternatives, and aid in any academic problems. Faculty advisors will also ensure that the undergraduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.

## EARLY REGISTRATIONS

Currently enrolled students may attend Early Registration for the subsequent term. Graduating students and transient students are not eligible. Students who have a financial obligation to the university may attend Early Registration after they have satisfied the obligation. Early Registration is usually held in November and April and followed if time permits by Continued Early Registration, during which time students who attend Early Registration may drop and add courses at no charge.

Students who register early are required to confirm their registration by picking up their early registration confirmation form in the Registrar's Office. Once their registration is thus confirmed, the students are enrolled and will be billed accordingly. If they decide not to return to the university in the semester for which they registered, they must officially withdraw before the semester

begins. Students who fail to confirm their registration have their registrations cancelled.

## **REGISTRATION**

Registration is held at the beginning of the term for new students and for students enrolled in the previous term who did not attend Early Registration. Students who registered early may drop or add at Registration. Those admitted as transient students must complete their credentials during the term of their first admission and thus must be readmitted for the next term as a nondegree-seeking student or a degree-seeking student in order to continue their enrollment. Students with financial obligations to the university may not register until such obligations have been satisfied.

## **LATE REGISTRATION**

Late Registration is normally the second and third working days after Registration. A late registration fee is assessed to cover the additional administrative costs, and a student may be required to pay tuition in full. Students with financial obligations to the university may not register until such obligations have been satisfied. No one may be admitted or register after the last day of Late Registration.

## **DROP/ADD PERIOD**

For approximately five working days following the last day of Registration students are permitted to drop and add courses. A \$5 per transaction drop/add fee is charged to cover the administrative costs so that the financial burden of this option will not have to be passed on to the student population at large. Because of external and internal reportings on enrollments, deadlines for drop/add activity must be strictly enforced.

Registration for the audit grading option may be selected by students during registration or the drop/add period and may not be changed at a later date.

Some courses have been designated by the Committee on Courses and Curriculum as pass/fail courses only. All students enrolled in these courses are eligible only for a pass/fail grade. Students may not elect a pass/fail option in other courses.

## **WITHDRAWAL FROM COURSES**

Up to one week following the mid-term period, students may receive from the Registrar an administrative withdrawal from a course. Students receive a W in the course and the transaction requires advisor's and instructor's permission.

After this administrative withdrawal period, students may petition their instructor no later than two weeks before the last class day for permission to withdraw from that term. Based on the student's petition, a faculty member may award a WP, WF, or require the student to complete the course. Failure to obtain an administrative withdrawal or petition the instructor will result in the grade of WF. This policy is under review, and may be changed at any time. The decision of the faculty member is recorded on the final grade roster.

## **WITHDRAWAL FROM THE UNIVERSITY**

To withdraw officially from the university a student must:

1. Obtain withdrawal forms from the Office of the Registrar.
2. Obtain signatures of the designated officials on withdrawal forms.
3. Resident students must officially withdraw by obtaining clearance through the housing office.

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of the Registrar.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar, will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive "W's". After the withdrawal period, the grade of WP or WF is assigned by the instructor.

## **LEAVE OF ABSENCE**

Students enrolled in one term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence in the Registrar's Office. Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted.

## **GRADING**

Each instructor has the option of using a grading method within each course that best meets the needs of students and the subject. However, all grades are translated by instructors into the following grades:

- A** Excellent. This grade is assigned 4 quality points per semester hour.
- B+** Good. This grade is assigned 3.5 quality points per semester hour.
- B** Good. This grade is assigned 3 quality points per semester hour.
- C+** Average. This grade is assigned 2.5 quality points per semester hour.
- C** Average. This grade is assigned 2 quality points per semester hour.
- D+** Minimally Passing. This grade is assigned 1.5 quality points per semester hour.
- D** Minimally Passing. This grade is assigned 1 quality point per semester hour.
- F** Failure. No quality points are assigned.
- I** Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. If the I grade is not made up by the end of the term subsequent to the term in which it was incurred, it can only be made up by special permission of the dean of the college in which the course was offered. Note that an I grade which is not made up becomes permanent.

- P** Pass. Pass/fail grades are available only in courses designated as pass/fail. Grades of P are not counted toward quality point averages.
- W** Withdrawal. Indicates that the student withdrew by the 10th week of class in the Registrar's Office. No credit is awarded.
- WP** Withdrawal Passing. Indicates that the student withdrew while passing the course. No credit is awarded.
- WF** Withdrawal Failing. Indicates that the student withdrew while failing the course or did not officially withdraw from the course. No quality points are earned.
- AU** Audit.
- AI** Audit Incomplete.
- IP** In Progress. (To be awarded only with the registrar's permission in courses that span more than one term.)

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F and WF.

## GRADE POINT AVERAGES

A student's grade point average is based on credit hours, grading method (pass/fail, etc.), grade awarded and quality points. The following definitions apply.

**ATTEMPTED HOURS** are the units associated with each course. Typically, a three credit hour course meets for 150 minutes a week for 14 weeks during the Fall and Spring terms.

**QUALITY HOURS** are the units upon which a student's grade point average is calculated. It differs from attempted and earned hours because quality hours do not include pass/fail courses and do include failed courses.

**TOTAL EARNED HOURS** and **LOYOLA EARNED HOURS** are the credit hours earned while taking courses at Loyola as well as the hours awarded for transfer work toward a student's degree.

**QUALITY POINTS** are calculated by multiplying the quality points associated with a grade (A=4, etc.) by the quality hours (a 3 credit hour course = 12 quality points).

**GRADE POINT AVERAGES** are calculated by dividing the total quality points by the total quality hours.

**CUMULATIVE GRADE POINT AVERAGES** include only the course work taken at Loyola.

**HIGHER EDUCATION GRADE POINT AVERAGES** include all Loyola course work and transfer course work as evaluated by the University.

## GRADE REPORTS

A report of the grades made by a student in his or her scheduled courses is sent to the student at the end of each semester. Grade reports may be sent to parents or guardians if the student certifies that he or she is claimed as a dependent for federal income tax purposes. This certification must be made each semester at the time of registration.

Loyola's grade reports list the courses, grades, Loyola grade point average (both cumulative and semester), the higher education grade point average, and the total earned hours (Loyola and transferred earned hours).

Discrepancies must be appealed in writing to the Registrar's Office within 30 days of the last examination.

Grade reports are withheld until all financial indebtedness to the university is satisfied.

## **CHANGE OF GRADE**

An instructor may change a grade previously assigned by processing an official change of grade form in the Registrar's Office. The instructor must request the grade change form, cite the reason for changing the grade, and obtain the approval of the dean under whose jurisdiction the course was offered. All changes of grade must be submitted to the dean no later than five days before the last day of class in a term.

## **GRADE APPEALS**

The student has a right to the grade he or she has earned, the right to know the grading systems of the instructor, and the right to know grades as they are given in the course of the term. The grading system should be included in the course syllabus.

If the student feels that he or she is not being graded justly, the student should first consult the instructor. If this proves unsatisfactory, the student should then consult the department chairperson. If the student still feels that the problem has not been resolved, he or she should consult the dean of the college in which the course is offered to request a committee hearing.

The student has the right to appeal a given grade to the dean up to 30 days after the beginning of the subsequent semester, excluding summers. It may happen, however, that a hearing may not be able to be scheduled until after that time. Until the grade is finally determined, the student's academic standing and all related rights and privileges are based on the grade as originally assigned.

The student shall collect and present any evidence (tests, papers, laboratory reports, etc.) to the dean. The dean may appoint a committee composed of the dean or the dean's designated representative, two faculty members, who, if possible, should be familiar with the course, and one student who has taken the course, if possible. The dean or the dean's designated representative, will serve as the non-voting chairperson of the committee.

The student and instructor are to be apprised of the composition of the committee and the dean should honor any objection either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The burden of proof will be on the student. The decision of the committee is final and the grade it decides upon becomes the official grade for the course.

If the dean denies a student a committee hearing, the student may appeal to the vice president of academic affairs. The vice president for academic affairs may convene a committee composed of himself or herself or a representative, two faculty members (who should, if possible, be familiar with the course), and one student from the college in which the course is offered and who has taken the course. Both the student and the instructor are to be apprised of the composition of the committee and the vice president for academic affairs should

honor any objection which either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The decision of the committee is final and the grade it decides upon becomes the official grade for the course.

Loyola students enrolled in courses at other institutions will be subject to the grade appeal policy at that institution.

## **ACADEMIC STANDING**

A regularly admitted graduate student must maintain a 3.0 quality point average for all courses taken. If a student's average falls below 3.0, he is placed on probation. He has nine hours or two semesters (whichever comes first) to remove the deficiency. If the deficiency is not removed in the allotted time, the student is excluded.

A candidate for degree must maintain a 3.0 average. If the candidate's average falls below 3.0, he is placed on probation. His probationary status and requirements are set by the department or college concerned.

A student that has been admitted on a conditional status must maintain a 3.0 average for the first 12 credit hours earned. If he should fall below a 3.0 average, he is excluded.

## **CAREERS**

Students may have an undergraduate, graduate and/or professional career at Loyola University. Each career has its own grade point average which will not reflect courses taken that are at a level different from a student's career at that time. Therefore, for students who receive a bachelor's degree and return to take undergraduate courses as a graduate student, their grade point average at the time of the awarding of the degree will not be affected by this later course work. In addition, the graduate grade point average will not include quality points for undergraduate courses.

## **CHANGE OF GRADUATE CONCENTRATION**

Students may petition to change concentration by completing the appropriate form and submitting the form to their program director. The petition may be made at registration and preregistration and takes effect in the next term.

## **CLASSIFICATION**

TRANSIENT STUDENTS are admitted for one term without official credentials. Those who enroll as transient students must apply for admission for the next term as nondegree-seeking students or as degree-seeking students by submitting official credentials, if they wish to continue their enrollment. Transient students are not eligible to preregister. Course work taken while a transient student is subject to evaluation in terms of applicability to a degree. There are limitations on financial aid available to transient students.

NONDEGREE-SEEKING STUDENTS are admitted with official credentials but are not enrolled in a particular degree program. Students admitted as nondegree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will

require readmission. Course work taken while a nondegree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to nondegree-seeking students.

DEGREE-SEEKING STUDENTS are officially admitted to a specific program and are classified as follows:

<b>Classification</b>	<b>Hours Earned</b>
GFR — Graduate Freshman	0-9
GSO — Graduate Sophomore	10-18
GSR — Graduate Senior	19-or above

## **REPETITION OF COURSES**

To repeat a course, students must have the approval of their advisors, dean, and the registrar. Both grades are used to compute the cumulative grade point average but only the earned hours from the original course are used in the calculation of Loyola cumulative earned hours.

Except in very special cases, students should be discouraged from repeating courses. Loyola's policy is to show both grades in repeated courses and the student receives no additional credit hours towards graduation. To determine academic standing both grades and quality points are included. Therefore, in most cases if the student has passed the course, even with a D, there is no real advantage to the grade point average in repeating the course.

## **DISMISSAL**

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

## **ATTENDANCE AT OTHER COLLEGES**

Students must obtain the written permission of their dean to enroll in courses at other institutions. No transfer credit will be awarded for such work unless the courses are approved by the dean. An official copy of the transcript from the other college must be submitted to the Registrar's Office prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

## **ELIGIBILITY FOR GRADUATION**

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The university, through the deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

In the first part of the academic year in which a student expects to graduate, he or she must file for candidacy with the registrar.

## **RESIDENCY**

A minimum of 24 credit hours must be completed while registered in Loyola. Unless special permission is granted by the dean to pursue work elsewhere, the work of the final year must be completed at Loyola. This requirement applies to students who entered as graduate freshman and to students transferring from other institutions.

## **GRADUATION TIME LIMIT**

Students are required to complete their degree program within seven years of the date of acceptance into their area of concentration.

## **GRADUATION**

Loyola confers degrees in May, August and December. After grades are received, the university determines graduation grade point averages and distinctions. Subsequently, the Registrar's Office posts the degrees and distinctions to transcripts and provides the students with their diplomas. Diplomas and transcripts are not released until the student has discharged all financial and contractual obligations to the university. After a student has graduated, no change may be made in his or her record.

## **COMMENCEMENT**

Loyola holds a commencement at the end of the Spring term. Students who graduated in the previous December and those who are candidates for May and August graduation are eligible to participate in commencement. The commencement program is not a certification document of the university. The list of graduates is published in the next *Undergraduate Bulletin*.

## **DEGREES**

The diploma given to students upon graduation carries the university information, student's name, university distinctions, and degree title. Diplomas will be released only to students who have discharged their financial and legal obligations to the university.

## **TRANSCRIPTS/COUNSELOR'S REPORTS**

Loyola may distribute only its own transcripts, not the records of testing services or other universities. Students may have three records at Loyola which comprise the official transcript: undergraduate, graduate, and law. Upon a student's request, all official transcripts are sent by the student records office to others. Transcripts marked, "Issued to the Student", are given by the student records office to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts, as opposed to degrees, carry notations identifying concentrations degree programs, Loyola term and cumulative statistics, degrees earned at Loyola and other institutions, transfer course work by institution, credit by examination, date of birth and prior level. Academic suspension and

academic dismissal are indicated on the transcript for students placed in this status.

The Office of Career Planning and Placement issues copies of Loyola Counselor's Reports as part of its placement portfolio. This advising form should not be treated as an official transcript.

## **INTEGRITY OF SCHOLARSHIP AND GRADES**

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

### **Academic Work**

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating, plagiarism\* and misrepresentation are prohibited.

A student who is found to have cheated on any examination may be given a failing grade in the course. In case of a second violation, the student may be suspended for one or two semesters or dismissed from the university.

A student who engages in cheating, plagiarism or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such, may receive a sanction of a failing grade in the course. A second offense may be cause for suspension or dismissal from the university.

Faculty members are required to report immediately to the dean of the student's college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and later, the manner in which it was resolved.

The dean of the student's college should apprise the student of the serious consequences of cheating, plagiarism, and misrepresentation as well as of the appeals procedure open to the student in such cases.

### **Appeals Procedure**

Up to 30 days after the beginning of the subsequent semester, excluding summers, the student has the right to appeal to the dean of the college in which the course was offered a decision of the instructor indicating that the student is guilty of cheating, plagiarism, or misrepresentation.

If the matter cannot be amicably resolved in consultation with the instructor, and chairperson, the student may appeal to the dean of the college in which the course is offered. The dean will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee consisting of the dean (or assistant dean), two faculty members, and a student to render a decision. The dean or the dean's designated representative will serve as the non-voting chairperson of the committee. The student and instructor involved should be informed of the membership of the committee and the

---

\*Plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." (*Plagiarism and Originality*, p. 2). "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own." (*MLA Handbook*, p. 4).

dean should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

If the dean should refuse a committee hearing to the student, he or she may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and one student from the college in which the appellant is enrolled. The decision of this committee is final.

## **CLASSROOM DISCIPLINE**

In the realm of classroom conduct, a student does not have the right to engage in conduct which is disruptive to the educational process. Such conduct (e.g., abusive language, threats, disruptive talking and laughing, violent actions, etc.) may cause removal from that class meeting and can result in removal from the course with a grade of "W". A second such disruption may result in suspension for one or two semesters or dismissal from the university.

### **Appeals Procedure**

It is hoped that discipline problems will be resolved either through the mutual agreement of the student and instructor or through the mediation of the department chairperson or the dean of the college.

In case of an appeal, the dean of the college in which the course is offered will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee composed of the dean (or the assistant dean), two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the dean should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

If the dean should refuse to grant a committee hearing, the student has a right to appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the vice president for academic affairs should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

## **PROCEDURES FOR SUSPENSION OR DISMISSAL**

The dean of a college or his or her representative may initiate proceedings for suspension or dismissal when he or she has reasonable cause to believe that a student has violated a university academic policy or has committed an offense which warrants such action. Grounds for suspension or dismissal include, but are not limited to, the following: cheating, plagiarism, fraud, misrepresentation, and conduct which is disruptive to the educational process (e.g., abusive language, threats, disruptive talking, etc.).

The dean or assistant dean will form a committee to hold a suspension or dismissal hearing. The purpose of the committee is to recommend to the dean any sanctions that should be taken against the student. In the case of fraud, cheating, plagiarism, misrepresentation, or similar offenses the committee will consist of the dean (or assistant dean), two faculty members, and a student from the college in question. In the case of disruptive conduct or other offenses related to the academic environment, the committee will consist of the dean (or assistant dean), two faculty members, and a representative from student affairs. In the event a committee had been formed to hear an appeal of a second offense, said committee may be convened to act as the hearing committee on suspension or dismissal. The dean or assistant dean of the student's college shall provide the student with a written statement outlining the reasons for the suspension or dismissal hearing, which is held to consider what action should be taken with regard to the student's future at the university in light of the findings against the student and *not* to reconsider the student's guilt or innocence in cases of cheating, plagiarism, misrepresentation, disruptive conduct, etc. The statement shall contain sufficient detail to inform adequately the accused of the time, date, place and conduct serving as the basis for the complaint. The student shall also be advised that he or she has a right to appear before the committee and to present information and witnesses in support of his or her position concerning suspension or dismissal. Alternatively, the student may present such information in writing. The accused student may make his or her presentation with the assistance of a faculty member, staff member, or another student, but legal representation will not be permitted at the hearing.

The hearing on the matter shall be held within a reasonable period of time (normally within 15 days), but at least ten days after the student has received notice of the charges. Until final determination of the matter, the student shall be allowed to continue classes unless, in the opinion of the dean, the violation warrants immediate departure from the university.

Within five days after the hearing, the committee shall make its recommendations to the dean of the student's college. Included in the committee's recommendation shall be a record of the deliberations (a full transcript is not required) and a justification for the committee's decision. A copy of these records shall be immediately forwarded to the vice president for academic affairs.

Should the dean of the college decide that the student shall be suspended for one or two semesters or be dismissed from the university, the student may appeal the decision to the vice president for academic affairs within ten days following receipt of the dean's decision. After receiving the written appeal from the student, the vice president for academic affairs may affirm, modify, or reverse the action previously taken by the dean.

The decision of the vice president for academic affairs is final.

## **RECORDS RETENTION POLICY**

### **Admissions Documents**

Acceptance letters, applications, correspondence, letters of recommendation, credit by examination, test scores, transcripts, transfer credit evaluations and admissions decision information are retained on non-enrolled students for a period of one year from the term of first enrollment. Since Spring 1979, the

admissions records of enrolled students are retained for five years. Consequently, students who reapply for admission after a period of five years may be required to resubmit transcripts and other credentials in order to be reconsidered for admission and transfer credit evaluation.

### **Records and Registration Documents**

Graduation certification, course request forms and drop/add information are retained for a period of one year. Change of grade forms, final grade rosters, transcripts, catalogs, class schedules and commencement information are retained indefinitely. Students are required to report and appeal all discrepancies regarding all academic records to the registrar within 30 days from the final class day of a term.

## **POLICY ON RELEASE OF INFORMATION**

Loyola makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for the student in support of an application for admission or for transfer credit are not returned to the student, nor sent elsewhere by request. In exceptional cases, however, where another transcript is unobtainable, copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released.

The complete policy on release of student information follows.

Public Law 93-380 (also known as the Buckley Amendment and as the Privacy Rights of Parents and Students — Section 438 of the General Education Provisions Act) permits only the release of "directory information" about students without the student's written consent. "Directory information" includes:

Student's name, address, telephone number, date and place of birth, college, major, classification, participation in recognized student activities, dates of attendance, degrees conferred and any graduation distinctions and dates of conferral, and the institution attended immediately prior to admission.

The law further provides that any student may, upon written request, restrict the printing of such directory information in the student address directory. The student may so indicate on the personal data form at each registration.

The law requires such written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions — (a) other school officials within the educational institution who have legitimate educational interest; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an education agency, or state educational authorities; (d) in connection with a student's application for, or receipt of financial aid; (e) state and local officials or authorities to which such information is specifically required to be reported under state statute adopted prior to November 19, 1974; (f) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student

is made public; (g) accrediting organizations; (h) parents of a dependent student upon proof of dependency; (i) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons; and (j) the Veterans Administration.

Personal information shall only be transferred to a third party, however, on the condition that such party will not permit any other party to have access to the information without the written consent of the student and that the information be utilized only for the specific purpose for which it was released.

Under the law, any student has the right to inspect and challenge his or her own educational file, with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required to such examination and a university official shall remain in the immediate vicinity during the examination process.

## VETERANS AND SOCIAL SECURITY CERTIFICATIONS

Immediately following registration held in the beginning of each term, students who are eligible for benefits through the Veterans and Social Security Administrations can be certified by the coordinator of certifications in the Registrar's Office. In accordance with Title 38, United States Code, Veterans Benefits, Loyola University certifies only those students who are admitted to a degree program and who are making satisfactory progress as determined by the probationary and exclusion policies of the university's colleges.

Reimbursement is certified for standard courses only, excluding continuing education courses. All inquiries concerning the certifications should be directed to the coordinator of Veterans and Social Security Administration Benefits in the university's Registrar's Office.

### Credit Hour Certification Rules for Veterans

Classification	Full Time	3/4 Time	1/2 Time	1/4 Time
Undergraduate.....	12	9	6	3
Graduate.....	6	-	3	-
Law .....	9	6	3	1-2
Summer School .....	6	3	1-1	-



# BIOLOGICAL SCIENCES

*CHAIRMAN:* J. M. Upadhyay, Ph.D.

*OFFICE:* 342 Monroe Hall

*PROFESSORS:* E. Letitia Beard, Kamel T. Khalaf, Roland Lesseps, S.J., J. M. Upadhyay

*ASSISTANT PROFESSORS:* Kenneth W. Gobalet, Donald P. Hauber, David A. White

The graduate program in the biological sciences is designed to provide a broad training for those who aspire to be teachers and for those who wish to improve their biological background by gaining a knowledge of additional subject matter. The studies in this program provide an excellent preparation for advanced research and doctorate work. The program provides facilities for advanced courses in each of the three branches of the department of biological sciences. The program leads to the Master of Science degree in Biological Sciences.

## ADMISSION TO CANDIDACY

Any student who has a bachelor's degree from a recognized college and has undergraduate training in general biology, general bacteriology, and organic chemistry may qualify for the Master of Science degree in Biological Sciences. Applicants are obliged to take both the general section and advanced section of the Graduate Record Examination and to submit the results to the Admissions Office before they can be accepted.

Candidates must demonstrate, by written examination if necessary, that they have a reading knowledge of at least one modern foreign language. In all cases the executive committee of the department of biological sciences will determine this necessity.

## GRADUATION REQUIREMENTS

All students are obliged to complete at least one graduate course in each of the three main branches of the department; viz, botany, zoology, and microbiology. Other courses for a total of 24 credit hours are at the students' discretion, but it should be noted that all advanced courses in microbiology require at least one course in biochemistry as a prerequisite.

All graduate students are required to participate actively in the graduate seminar each semester that they are enrolled in graduate studies. This applies to both enrollment for course work and for thesis research.

Along with the course requirements noted above, the candidate must present an acceptable thesis based at least partially on original research. This thesis must be completed and accepted by the executive committee of the department one month before the date of graduation.

After completing the courses, the candidate must pass comprehensive examinations; and after completing the thesis, the candidate must successfully defend the thesis before the graduate faculty.

All graduate students are expected to gain supervised teaching experience as part of their preparation for the master of science degree.

# BIOLOGICAL SCIENCE GRADUATE COURSES

## Subject Number: 0201

- BIOL 700      Cytology      4 cr. hrs.**  
Prerequisite: General Biology. Study of the morphological, physiological, and biochemical properties of component parts of animal and plant cells.
- BIOL 705      Phycology      4 cr. hrs.**  
Prerequisite: General Botany. Survey of the algae including both marine and fresh water forms.
- BIOL 710      Limnology      4 cr. hrs.**  
Prerequisite: General Biology. Study of the physical, chemical, and biological factors determining biological productivity in inland waters. Field study of local lakes and streams. Two lectures and six hours of laboratory or field work per week.
- BIOL 715      Entomology      4 cr. hrs.**  
Prerequisite: General Biology. Taxonomy, life histories, and general ecological relationships of the insects in general, especially of South Louisiana. Two hours lecture and four hours of laboratory or field work per week.
- BIOL 720      Bio-Ecology      4 cr. hrs.**  
Prerequisite: General Biology. Relationships of animals to each other, to plants, and to the physical and chemical factors of the environment. Two lectures and six hours of laboratory or field work per week.
- BIOL 725      Field Zoology      4 cr. hrs.**  
Prerequisite: General Biology. Taxonomy, life histories, and general ecological relationships of the common animals of South Louisiana and the New Orleans area. Two hours lecture and six hours laboratory or field work per week.
- BIOL 730      General Parasitology      4 cr. hrs.**  
Prerequisite: General Biology. Study of parasites in relation to disease. Various types of parasites, their life histories and the conditions which they cause.
- BIOL 735      Medical Entomology      4 cr. hrs.**  
Prerequisite: General Entomology. Study of arthropod groups of medical importance; identification, general biology and life cycles; factors affecting man and domestic animals and control measures.
- BIOL 740      Zoology for Teachers      4 cr. hrs.**  
Prerequisite: General Zoology. Teacher-training and review course for those engaged in or preparing for teaching high school biology. Emphasis is placed on the collection and preparation of local zoological materials for classroom use. Limited to graduate students in education.

- BIOL 745      Developmental Biology      4 cr. hrs.**  
Lectures, discussions, and laboratory work, including original research in such areas of developmental biology as fertilization, nuclear-cytoplasmic interaction during development, biochemical development and developmental genetics.
- BIOL 755      Endocrinology      4 cr. hrs.**  
General consideration of the organs of internal secretion. Phylogeny, embryology, microscopic anatomy and physiology.
- BIOL 756      Advanced Endocrinology      4 cr. hrs.**  
Recent advances in the biology of the organs of internal secretion. Lectures, conferences, and laboratory work.
- BIOL 760      Plant Anatomy      4 cr. hrs.**  
Prerequisite: General Botany. Consideration of the structure and development of seed plants. Reference to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism.
- BIOL 765      General Virology      4 cr. hrs.**  
Prerequisite: Bacteriology and Biochemistry. The virus as a biological entity: physical and chemical properties of virus particles; representative animal, plant and bacterial viruses are considered.
- BIOL 785      Plant Physiology      4 cr. hrs.**  
Prerequisite: General Biology and Organic Chemistry. Higher plants will be the principal object of study with regard to their growth processes, water relations, and photosynthetic activities. Laboratory will demonstrate modern techniques of investigation as well as principles of the discipline involved. Weekly discussion of contemporary literature.
- BIOL 800      Physiology of Bacteria      4 cr. hrs.**  
Prerequisite: Bacteriology and Bio-Chemistry. Lectures, assigned reading, discussion, and laboratory exercises dealing with the chemistry and physiology of microbial cells.
- BIOL 805      Advanced Genetics      4 cr. hrs.**  
Prerequisite: Genetics or its equivalent. Lectures, assigned reading, discussions and laboratory dealing with molecular, organismic and population aspects of modern genetics.
- BIOL 810      Advanced General Physiology      4 cr. hrs.**  
Prerequisite: General Physiology. Physiology and biochemistry of cells and the comparative physiology of muscular, nervous, and circulatory systems. Bio-electric activities, metabolic cycles, and internal secretions.
- BIOL 811      Advanced General Physiology      4 cr. hrs.**  
See Biology 810.
- BIOL 815      Mycology      4 cr. hrs.**  
Prerequisite: Bacteriology. Survey of the fungi with emphasis on form and structure.

<b>BIOL 820</b>	<b>Techniques in Bacteriology</b> Prerequisite: Bacteriology and Biochemistry. Consideration and application of current techniques used in bacterial physiology. Qualitative and quantitative determinations of metabolites are examined as are methods for studying mutants, respiration, enzymes.	<b>4 cr. hrs.</b>
<b>BIOL 825</b>	<b>Radiation Biology</b> Prerequisite: Discretion of professor in charge of the course. Survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool.	<b>4 cr. hrs.</b>
<b>BIOL 830</b>	<b>Morphogenesis</b> Development of the shape and pattern of plants and animals. Emphasis on morphogenetic movements of cells and tissues during development. Current theories examined and experiments performed. Original research in laboratory.	<b>4 cr. hrs.</b>
<b>BIOL 835</b>	<b>Physiology of Fungi</b> Prerequisite: BIOL 815. Study of the chemical activities of fungi as related to their nutrition, growth, reproduction and fermentative ability. Emphasis on fungi important in industry and agriculture.	<b>4 cr. hrs.</b>
<b>BIOL 896</b>	<b>Graduate Seminar</b> Prerequisite: Advanced standing.	<b>1 cr. hr.</b>
<b>BIOL 898</b>	<b>Graduate Research</b>	<b>ARR</b>

# JOSEPH A. BUTT, S. J. COLLEGE OF BUSINESS ADMINISTRATION

*DEAN:* John E. Cave, Ph.D.

*OFFICE:* 210 Stallings Hall

*ASSOCIATE DEAN:* Michael T. Saliba, II, Ph.D.

*PROFESSORS:* Jesse T. Barfield, Allen I. Boudreaux, Herbert Hicks, G. Wallace Leftwich, Ernest Nordtvedt, A. Michael Sibley

*ASSOCIATE PROFESSORS:* Claire Anderson, William Barnett, James H. Baskett, Lloyd Brandt, John E. Brockhoeft, John E. Cave, Ronald C. Christner, Michael Dalton, Jerry Dauterive, Donald Dozier, John C. Folkenroth, Robert Glover, Clyde Jenkins, Robert J. Keller, Shu-Jan Liang, C. Lee Mundell, Margaret A. Paraniham, Cicely Raiborn, Michael T. Saliba II, Everett White, J. Stuart Wood.

*ASSISTANT PROFESSORS:* Karen Arnold, Courtney Blair, Elizabeth A. Coote, Alan Kirkpatrick, Frank Marion

*EXTRAORDINARY FACULTY:*

*ASSISTANT PROFESSORS:* Ruby Ramirez, Ronald Schroeder

## PROGRAMS OF STUDY

The College of Business Administration offers an evening program leading to the Master of Business Administration. A JD/MBA degree program is offered in conjunction with Loyola's School of Law.

## MASTER OF BUSINESS ADMINISTRATION

The MBA program's principal objective is to prepare its graduates for advancement to high-level management positions in both the private and public sectors of the nation's economy. The program includes examination of administrative principles and quantitative approaches to decision making common to both business and nonprofit organizations. The program stresses the point at which major policy decisions must give consideration to related policy decisions of other parts of the organization or to society in general. Emphasis is placed on the fact that management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility. The MBA program develops these processes by emphasizing the elements common to all management positions. The program is based on advanced study of accounting, behavioral science, decision sciences, economics, finance, information systems, marketing and operations management.

# CURRICULUM

## FOUNDATION

The foundation courses listed below provide the background needed to begin the MBA graduate courses. A grade of "C" or better is required in each foundation course before an admitted student may take graduate courses.

### Pre-MBA Foundation Requirements

	Course		Cr. Hrs.
ACCT	0301-100-101	Principles of Accounting I & II	6
	OR		
ACCT	0301-450	Accounting Fundamentals*	3
DECS	0302-200-201	Statistics I & II	6
	OR		
DECS	0302-450	Statistics Fundamentals*	3
ECON	0303-200	Microeconomics	3
ECON	0303-201	Macroeconomics	3
FIN	0304-300	Financial Management	3
MGT	0305-300	Principles of Management	3
MKT	0306-300	Basic Marketing	3
LGST	0307-205	Legal Environment of Business	3
MATH	0523-116	Survey of Calculus	3
CISA	0524-110	Introduction to Computer Information Processing	3
			30 to 36

## GRADUATE

The curriculum of the MBA Program consists of a 30-hour program, divided into three basic parts: an 18 credit hour core, nine credit hours of graduate level electives, and a three credit hour capstone course. The required core attempts to expose students to state of the art thinking in functional areas of business administration. The electives may be chosen from courses in at least two functional areas of business.

The final part of the program is an integrative capstone course designed to expose the student to the interrelationships, interactions, and constraints of decision making in complex organizations. The capstone course will utilize rigorous group decision making and case and simulation techniques under conditions of uncertainty. Students are expected to have completed all (or substantially all) of their other graduate courses before registering for this course. They must also have an overall grade point average of 3.0 or better on all work attempted since enrolling in graduate study at Loyola before taking the capstone course.

Up to six hours of comparable graduate level course work, with grades of "B" or better, taken at another accredited institution, may be acceptable as

\*The 450 level fundamentals courses may be taken only by degree-seeking graduate students.

transfer credit towards the MBA. Not less than 24 hours of graduate level coursework, including the capstone course, must be completed at Loyola.

### **MBA Course Requirements**

<b>Course</b>		<b>Cr. Hrs.</b>
ACCT 0301-700	Advanced Managerial Accounting	3
ECON 0303-700	Managerial Economics	3
FIN 0304-700	Financial Management	3
MGT 0305-700	Organization Theory and Behavior	3
MGT 0305-710	Operations Management	3
MGT 0305-720	Business Policy (Capstone)	3
MKT 0306-700	Marketing Management	3
Graduate Business Electives		9
Total Credit Hours		30

## **JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION**

The JD/MBA program is designed for those students seeking advanced education in business administration in addition to an education in the law.

Applicants for the JD/MBA program must apply separately to the School of Law and to the College of Business graduate program and be accepted individually to both. The schools together will determine whether the applicant is eligible for the combined program. The JD/MBA applicant must present satisfactory evidence of having earned an undergraduate degree as well as satisfactory completion of 30-36 credit hours of designated undergraduate business course requirements.

Normal degree requirements of 90 credit hours (Juris Doctor) and 30 credit hours (Master of Business Administration) are complemented and reduced to 81 credit hours (Juris Doctor) and 21 credit hours (Master of Business Administration). Each program is reduced by nine credit hours as each program accepts, as part of its requirement, nine credit hours from the other program.

Upon completion of the program, the student will be awarded two separate degrees. The requirements for both must be completed, however, before either degree can be awarded.

Students participating in the joint program must maintain a minimum grade point average of 2.30 (4.00 scale) in the School of Law and 3.00 (4.00 scale) in the College of Business Administration.

Students failing to meet all of the requirements of the program are awarded the Juris Doctor or Master of Business Administration degree only if they fulfill the requirements for the individual degree as outlined in the Law School or Graduate bulletins, respectively.

### **ACCREDITATION**

The MBA program is accredited by the American Assembly of Collegiate Schools of Business and by the Southern Association of Colleges and Schools.

## **ADMISSIONS**

Admission to graduate study is controlled by the Graduate Coordinator and is granted to students showing high promise of success at the graduate level. Ordinarily such promise is evidenced by a 2.5 overall undergraduate grade point average or by a grade point average of 2.75 for the last 60 hours of undergraduate work, although other factors such as letters of recommendation, rank in class, trend in college achievement, relevant work experience, and scores on national standardized examinations will be considered.

Admission to the Graduate Division of the College of Business Administration requires, in addition, that the applicant have taken the Graduate Management Admissions Test and have achieved a satisfactory score on the test. Normally, satisfactory is interpreted to mean a score of 450 or higher. The Counseling, Career Development, and Placement Center offers, each semester, a GMAT review course to assist students in preparing for this examination. Applicants must request that a copy of their GMAT score be sent to Loyola.

International applicants must also submit scores of 550 or higher on the Test of English as a Foreign Language (TOEFL) or provide certification of competence in the use of the English language.

A complete set of credentials consists of official transcripts showing all college work attempted: undergraduate, graduate, and professional; an official copy of the GMAT score; and two letters of recommendation. Failure to provide a complete set of transcripts will constitute grounds for immediate dismissal from the Graduate Division of the College of Business Administration.

Applicants who present an acceptable set of credentials will be admitted as either "MBA" or "Pre-MBA" students.

Accepted students who have successfully completed the foundation courses described earlier will be admitted as "MBA" students and are eligible to begin graduate coursework. Accepted students who lack any or all of the foundation courses will be admitted as "Pre-MBA" students. A grade of "C" or better in each foundation course is needed before a "Pre-MBA" student may take graduate courses. Comparable foundation work from other institutions may be substituted subject to the approval of the Graduate Coordinator. Upon completion of the foundation work, a "Pre-MBA" student is admitted to degree candidacy.

Students who have not yet filed a complete set of credentials for admission may be permitted to enroll in foundation courses for a period of one semester, during which time the application must be completed. Students with incomplete records may not register for any graduate level business course or 450 level foundation course.

## **ADVISING AND REGISTRATION**

All pre-MBA and MBA students are assigned to a graduate advisor who helps them plan their master's program, including the sequencing and scheduling of appropriate courses. Students are expected to meet regularly with their advisor and must gain approval of their advisor before registering for any series of courses at Loyola.

## ACADEMIC STANDING

In order to remain in good standing, an MBA candidate must maintain a cumulative and a Loyola grade point average of 3.0 or higher in graduate coursework. An MBA candidate whose cumulative graduate grade point average falls below 3.0 is placed on probation.

An MBA candidate on probation has nine credit hours or two semesters (whichever comes first) within which to remove the deficiency. If the deficiency is not removed within the allotted time, the student is suspended from the MBA program. It should also be noted that an MBA candidate on probation will not be granted a letter of good standing to take courses at another graduate school, will not be allowed to take an independent study course at Loyola and will not be allowed to take MGT 720.

## GRADUATION REQUIREMENTS

A student must have met all of the following requirements in order to earn the MBA:

1. Have satisfied all general university regulations for graduation with a graduate degree.
2. Have satisfied all pre-graduate course requirements.
3. Have completed all required graduate core courses and electives.
4. Have an overall grade point average of 3.0 or better in all Loyola graduate work and in all graduate work attempted since being accepted into graduate study at Loyola.
5. Have completed the capstone course with a minimum grade of B. (The capstone course may be retaken only once.)
6. Formally apply for graduation and pay all necessary graduation and university fees.

## BUSINESS ADMINISTRATION GRADUATE COURSES

### ACCOUNTING Subject Number: 0301

<b>ACCT 700</b>	<b>Advanced Managerial Accounting</b> Applications of accounting information for management planning, control and problem solving are presented. Not open to CPAs or accounting majors.	<b>3 cr. hrs.</b>
<b>ACCT 800</b>	<b>Accounting Theory</b> Prerequisite: Acct 700. An analysis and evaluation is undertaken of currently acceptable accounting standards and conventions with emphasis placed on pronouncements of authoritative groups.	<b>3 cr. hrs.</b>

- ACCT 801      Taxation of Individuals and Businesses      3 cr. hrs.**  
Examines the determination and taxation of income of individuals, partnerships and corporations. Emphasizes understanding of concepts related to passive and earned income, deductible expenses and tax credits.
- ACCT 810      Accounting Information Systems      3 cr. hrs.**  
Prerequisite: Acct 700. A study of information systems networks; includes discussion of automated data processing systems, data required for managerial decision-making, planning and control problems and systems design.
- ACCT 815      Corporate Financial Reporting      3 cr. hrs.**  
A study of the current corporate reporting environment, concepts and principles, report analysis and income determination. Course material will cover the role of the CPA, FASB pronouncements and managerial uses of financial information.
- ACCT 825      Estate and Gift Taxation      3 cr. hrs.**  
This course is concerned with planning and managing federal estate and gift problems and opportunities. The perspectives of a variety of parties are considered. The parties are: decedents, fiduciaries, estates, trusts, beneficiaries, donors and donees. Topics include asset valuations, income, deductions, exemptions, credits, transfers, etc.
- ACCT 893      Special Topics in Accounting      3 cr. hrs.**  
Prerequisite: Permission of instructor. Current issues and problems in accounting will be researched and discussed in a seminar.
- ACCT 899      Tutorial in Accounting      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average in graduate work.

## **DECISION SCIENCES (Subject Number: 0302)**

- DECS 893      Special Topics in Decision Science      3 cr. hrs.**  
Prerequisite: Permission of instructor. Topics in decision sciences presented by seminar members. Emphasis would be on individual studies and research of decision science with the functional areas of management.
- DECS 899      Tutorial in Decision Science      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average.

## **ECONOMICS (Subject Number: 0303)**

- ECON 700      Managerial Economics      3 cr. hrs.**  
Application of economic theory in the context of the firm is examined. The role of economics in the decision-making process and in forecasting and planning are considered.

- ECON 810      International Economics      3 cr. hrs.**  
The theory and practice of international economics and financial relations are studied as well as their role in the search for stability and growth.
- ECON 893      Special Topics in Economics      3 cr. hrs.**  
Prerequisite: Permission of instructor. Selected problems and topics are examined.
- ECON 899      Tutorial in Economics      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average in graduate work.

## **FINANCE (Subject Number: 0304)**

- FIN 700      Financial Management      3 cr. hrs.**  
The principles of finance are used as the basis for development of techniques useful in the area of corporate financial management. The vehicle for the accomplishment of this objective is a series of cases involving analysis and decision-making by the student.
- FIN 800      Management of Financial Institutions      3 cr. hrs.**  
Analyzes the problems and opportunities inherent in the management and policymaking decisions of financial institution managers. Concentration is on the major asset and liability management problems of commercial bank and savings and loan executives.
- FIN 805      Investments      3 cr. hrs.**  
The course primarily analyzes the range of investment possibilities and their risk-return characteristics. Also, the techniques for selecting, timing and diversification decisions are studied in depth.
- FIN 810      International Finance      3 cr. hrs.**  
Foreign exchange and investment problems are studied intensively.
- FIN 815      Real Estate Investment      3 cr. hrs.**  
Prerequisite: Permission of instructor. Real Estate investment in income producing properties. Emphasis is on evaluating the three primary benefits of real estate investment — cash flow, tax shelter, and appreciation.
- FIN 893      Special Topics in Finance      3 cr. hrs.**  
Prerequisite: Permission of instructor. Selected topics are examined.
- FIN 899      Tutorial in Finance      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average.

## **MANAGEMENT (Subject Number: 0305)**

- MGT 700      Organization Theory and Behavior      3 cr. hrs.**  
Study of organizational systems and subsystems, including their measurement and evaluation, identification of their functions and dysfunctions.

- MGT 710      Operations Management      3 cr. hrs.**  
The study of complex organizations, from the viewpoint of the production function. Includes planning, design analysis and control features.
- MGT 720      Business Policy      3 cr. hrs.**  
Prerequisites: All core requirements completed and a graduate GPA of 3.0 or better. The Capstone course is designed to enable the advanced student to develop the expertise necessary to integrate the concepts and skills learned in previous courses into the executive decision framework.
- MGT 805      Human Resource Management      3 cr. hrs.**  
Prerequisites: Concepts, theories, and practices concerned with managing human resources within organizations. Emphasizes the responsibilities of all managers for the human resources in their organizations.
- MGT 810      Seminar in Labor Relations      3 cr. hrs.**  
This course studies the practice of labor/management relations primarily in the context of union environment, although some attention is given to the non-union firm particularly preventing unionization. Topics include legal framework, organizing campaigns, collective bargaining, impasse resolution, union/management security and grievance administration. Emphasis is placed on current legislation working with unions, economic factors, developing a collective bargaining agreement, living with a contract and grievance resolution.
- MGT 893      Special Topics in Management      3 cr. hrs.**  
Prerequisite: Permission of instructor. Selected topics are examined.
- MGT 899      Tutorial in Management      3 cr. hrs.**  
Prerequisites: Permission of faculty member and a graduate coordinator and a 3.0 cumulative grade point average.

## **MARKETING (Subject Number: 0306)**

- MKT 700      Marketing Management      3 cr. hrs.**  
Marketing problems of wide variety are analyzed. In emphasizing managerial problem-solving, real-world constraints are employed, in addition to the use of behavioral and quantitative techniques of analysis.
- MKT 705      Strategic Market Planning      3 cr. hrs.**  
This course will seek to develop awareness for strategic market planning by concentrating on three major areas of analysis: analytical prerequisites for planning, formal strategic planning methods, and creative and managerial aspects of planning. The course will develop and sharpen managerial and decision-making skills utilizing real world cases.
- MKT 710      Advanced Consumer Behavior      3 cr. hrs.**  
This course is designed to familiarize the students with theories of consumer behavior as they relate to marketing strategy. Realistic cases will be an integral part of this course with the function of developing the student's decision-making skills.

- MKT 800      International Marketing      3 cr. hrs.**  
Significant similarities and differences in marketing problems in countries other than the United States are explored and analyzed. In addition to several cases, principles of the managerial and behavioral sciences are examined for potential application in specific countries.
- MKT 893      Special Topics in Marketing      3 cr. hrs.**  
Prerequisite: Permission of instructor. Selected topics in marketing are examined.
- MKT 899      Tutorial in Marketing      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average.

## **LEGAL STUDIES**

**(Subject Number: 0307)**

- LGST 893      Special Topics in Legal Studies      3 cr. hrs.**  
Prerequisite: Permission of instructor. Selected topics are examined.
- LGST 899      Tutorial in Legal Studies      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average.

## **SOCIAL ISSUES IN ADMINISTRATION**

**(Subject Number: 0310)**

- SIAD 893      Special Topics in Social Issues      3 cr. hrs.**  
Prerequisite: Permission of instructor. Selected topics in social issues will be examined.
- SIAD 899      Tutorial in Social Issues      3 cr. hrs.**  
Prerequisites: Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average.



# EDUCATION

*CHAIRMAN:* George F. Lundy, S. J., M. Div. (Interim)

*PROFESSOR:* William A. Kline

*ASSOCIATE PROFESSORS:* Lorynne D. Cahn, Mary C. Fitzgerald, Glenn M. Hy-mel, Justin E. Levitov

*ASSISTANT PROFESSOR:* Paul V. Murray

*PROFESSOR EMERITUS:* Hilda Smith

The Department of Education offers advanced courses leading to the Master of Education degree and state certification in school administration, counseling and reading. In addition, courses are offered for teachers pursuing Class A Louisiana teaching certificates.

## ADMISSION TO THE DEGREE PROGRAM

Admission to the degree program requires a bachelor's degree from a recognized college or university with an upper division grade point average of 3.0 or better on a 4.0 scale. Students not having an undergraduate grade point average of 3.0 are invited to enroll on a provisional basis. If the student earns a 3.0 GPA for not less than 12 graduate credit hours nor more 15 hours, including the graduate core, he or she is eligible to apply for degree candidacy.

## DEGREE CANDIDACY

Upon completion of 12 credit hours, including core courses, all students must apply for degree candidacy. If a student does not attain an overall GPA of 3.0, he/she will not be admitted to candidacy. Students not admitted to candidacy will be informed of their deficiencies. Deficiencies must be removed within one semester. The student must reapply for degree candidacy by the end of the probationary semester.

## COURSE REQUIREMENTS

Candidates are required to complete at least 33 credit hours of graduate work, including credit earned prior to admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the 33 hour requirement, but is used in determining the grade point average.

A degree candidate whose cumulative grade point average falls below 3.0 will be automatically placed on probation and his or her status will be reviewed by the Graduate Committee.

## COMPREHENSIVE EXAMINATION

A comprehensive written examination covering the student's major area and graduate core must be passed upon completion of course work. The examinations are scheduled in November, April and June. Within the first four weeks of the semester in which the degree candidate expects to graduate, he must file an application to take the comprehensive examination. The student may take

the comprehensive examination during the last semester in which he or she is enrolled in courses.

If performance on the comprehensive examination is not satisfactory, the candidate will be required to reschedule an examination no sooner than the time regularly scheduled for the next comprehensive examination. The Graduate Studies Committee may elect to require an oral examination in addition to or in lieu of a second written examination.

## **COURSE PROGRAM**

The student's course of study is planned in collaboration with the major area advisor. A minimum of 18 hours must be completed in one specific area. The areas of concentration include Counseling, Administration and Reading. Students may also design their own programs in consultation with one or more advisors, subject to approval of the Graduate Studies Committee.

All students must take the following graduate core courses in the beginning of their programs:

EDGR 700, 701 Principles and Applications of Educational Research

or

EDGR 702 Methods of Educational Research\*

EDGR 703 Statistics in Education\*

and

EDGR 705 Philosophy and Education

Students wishing to obtain graduate transfer credit for core classes taken at another university must petition the Graduate Studies Committee.

A maximum of six hours of transfer credit will be allowed toward the degree, including courses taken in the Loyola University City College program. All courses, including those taken in the Education Department, Loyola University, must be more recent than seven years at the time of graduation.

## **COUNSELING**

Justin Levitov, Advisor

The Department of Education offers coursework leading to the M.Ed. in counseling. Coursework may also lead to Louisiana certification in School Guidance and Counseling, consistent with guidelines published by the State Department of Education. Certification requirements are available in the Education Office. The Department provides a curriculum for students interested in school counseling and in professional counseling in non-school settings, such as hospitals, community mental health centers, substance abuse centers and personnel departments.

Of the 18 hours required for the major, the Department requires 12 hours of study in designated required courses and a minimum of six hours in recommended electives.

---

\*EDGR 702, 703 are offered in summer sessions only and are for students unable to take EDGR 700, 701 during the 9-month academic year.

**Required courses:**

	<b>Cr. Hrs.</b>
EDGR 830 Counseling Theories	3
EDGR 835 Counseling Practice	3
EDGR 840 Group Counseling	3
EDGR 865 Counseling Practicum	3

**Recommended electives:**

EDGR 842 Consultation	3
EDGR 841 Vocational Counseling	3
EDGR 711 Education and the World of Work	3
EDGR 776 Measurement and Assessment	3
EDGR 725 Developmental Psychology	3
EDGR 894 Experimental Courses (with approval of advisor)	3

**READING**

Lorynne Cahn, Advisor

The Department offers coursework leading to the M.Ed. in Reading. In addition the Department offers courses enabling students to qualify for Louisiana certification as reading specialist, learning disabilities specialist and assessment teacher. Requirements for certification are available in the Education Office.

Nine hours of the M.Ed. program will consist of participation in the Loyola Reading Clinic. The Reading Clinic, an annual summer program, provides intensive experience working with students with reading difficulties. Nine hours credit is included in this phase of the program.

The Reading Program contains 18 hours of required coursework plus electives.

**Required courses:**

	<b>Cr. Hrs.</b>
EDGR 713 Language Development	3
EDGR 810 Psychology of Teaching Reading	3
EDGR 811 Reading in the Content Areas	3
EDGR 815 Theory of Reading Difficulties	3
EDGR 821/822 Remedial Techniques Elementary or Secondary Reading	3
EDGR 867/868 Practicum Reading Difficulties Elementary or Secondary	3

**Recommended electives:**

EDGR 728 Characteristics of the Learning Disabled	3
EDGR 790 Management of the Special Child, Regular Classroom	3
EDGR 869 Practicum Learning Disabled	6
EDGR 725 Developmental Psychology	3
EDGR 842 Consultation	3
EDGR 776 Measurement and Assessment	3
EDGR 894 Experimental Course (By permission of advisor)	3

# ADMINISTRATION

Paul Murray, Advisor

The Education Department provides coursework leading to the M.Ed. in Administration. In addition the Department provides coursework enabling students to qualify for certification as school principal, supervisor of instruction, parish or city school superintendent. **Certification requirements must be obtained in the Education Office or by consultation with the program advisor.**

Of the 18 hours required for the degree, the department requires 15 hours in designated required courses and a minimum of three hours in recommended electives.

## Required courses:

## Cr. Hrs.

EDGR 740 Introduction Organizational Behavior in Schools	3
EDGR 745 Instructional Supervision	3
EDGR 775 Program Development and Evaluation	3
EDGR 741 Organizational Leadership	3
EDGR 866 School Administration Practicum	3

## Recommended electives:

EDGR 770 Instructional Design	3
EDGR 771 Elementary School Curriculum	3
EDGR 772 Secondary School Curriculum	3
EDGR 742 School Personnel Administration	3
EDGR 721 School Finance	3
EDGR 720 Educational Law and Public Policy	3
EDGR 710 School Community Relations	3
EDGR 755 School Facilities	3
EDGR 781 Supervision of Student Teachers	3
EDGR 725 Developmental Psychology	3
EDGR 894 Experimental Course (with approval of advisor)	3

# STUDENT DESIGNED PROGRAMS

Students wishing to design their own programs may do so in collaboration with the Education Department faculty. The purpose of this program is to encourage students with individual needs or interests not addressed in the regular programs to develop their own courses of study leading to the M.Ed.

Student designed programs are to consist of graduate level courses plus appropriate practica and research. The total program is to be arranged in collaboration with one or more advisors and must have the approval of the Graduate Studies Committee. The student must present a proposed

course of study to the Graduate Studies Committee addressing the following:

1. Proposed area of study. This will constitute the actual title of the student's program. For example: Master of Education: Multicultural Education.
2. A rationale for the proposed program. The student should discuss why he or she wishes to pursue the proposed course of study and why a self-designed program is more appropriate than one of the regular programs.
3. Proposed courses and activities. Proposed courses are to be listed. A minimum of twelve semester hours, not including the core, should be related to the proposed area of concentration. The student may request variances from the approved course of study but must petition the Graduate Studies Committee in each case. The student must also list intended non-course credit experiences such as practica, projects or research projects.

Students in self designed programs must successfully pass a comprehensive examination in order to graduate. This examination will be devised by the student's advisor.

## **POST BACCALAUREATE TEACHER EDUCATION**

Individuals with bachelor's degrees interested in teaching may apply for admission to the teacher education program. Loyola University certifies in elementary education, music education and the secondary fields of art (all-level), business, English, foreign languages, journalism, mathematics, general science, biology, chemistry, physics, social studies and speech. For information pertaining to the curriculum and advising, please refer to the Undergraduate Bulletin and consult with an Education Department teacher education advisor.

Uncertified teachers and holders of "T" certificates are also encouraged to enroll in specific teacher education courses for the purpose of obtaining standard certificates. Teachers may also obtain courses leading to recertification in a second teaching area or alternate grade level. For specific information, contact an Education Department teacher education advisor.

All students desiring teacher certification at Loyola must be formally admitted to the teacher education program. The requirements for admission are as follows:

1. A passing score on the General Knowledge and Communications Skills of the National Teacher Examination.
2. A cumulative grade point average of 2.2.
3. An interview with Education Department faculty.

# EDUCATION GRADUATE COURSES

## Subject Number: 0273

Prior course numbers are shown in parentheses

- EDGR 700      Principles of Educational Inquiry.\***  
This course will investigate principles of educational research with emphasis on theory development, research design and modes of data collection. The course will invite investigation into recent developments in educational research and encourage students to critically analyze research studies in a variety of areas. (Offered fall term only. Core requirement.)
- EDGR 701      Applications in Education Inquiry.\***  
This course, building on Principles of Educational Inquiry, will focus on the application of research principles and methodologies. Content will include the use of computers, field-based research, alternative modes of social research such as naturalistic/participant observation and critical analysis of published studies. (Prerequisite: EDGR 700. Spring term only. Core requirement.)
- EDGR 702      Methods of Educational Research\*                      3 cr. hrs.**  
Study of methods and techniques of educational research with emphasis on applications. (0214-710) Offered in summer session only.
- EDGR 703      Statistics in Education\*    3 cr. hrs.**  
The computation, use and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation and statistical inference as applied to education. (0214-705) Offered in summer session only.
- EDGR 705      Philosophy and Education\*    3 cr. hrs.**  
Study of major philosophies and social movements affecting educational thought and practice. (0214-700)
- EDGR 710      School-Community Relations\*    3 cr. hrs.**  
Study of the social and political relationships of school and community. Emphasis on politics of education, community conflict, relationships between curriculum and community, parental relations. (0213-825)
- EDGR 711      Education and the World of Work    3 cr. hrs.**  
Investigation of the relationship of education and careers. Emphasis on school norms and socialization for the work world, values, career development, leisure, economic change, career change, personal development, emerging work models. Replaces Educational and Occupational Information (0210-815) and Orientation to the World of Work (0210-845)

- EDGR 712      Culture and Language      3 cr. hrs.**  
Investigation of relationships between language and culture. Emphasis on linguistic and sociological characteristics of cultures. (0214-725)
- EDGR 713      Language Development      3 cr. hrs.**  
Study of normal, delayed and deficient language development. Diagnostic and remedial techniques for children with language disorders. (0211-705)
- EDGR 718      Urban Education      3 cr. hrs.**  
Advanced study of schooling in urban settings. Emphasis on politics of city school systems, multi-cultural context of urban education, federal-state relationships, school integration. (0214-720)
- EDGR 720      Educational Law and Public Policy\*      3 cr. hrs.**  
Examination of legal and policy issues in education. Emphasis on constitutional law and its impact on educational practice. (0213-820)
- EDGR 721      School Finance\*      3 cr. hrs.**  
Study of public fiscal support of education. Role of federal, state and local governments; principles, practices and problems in resource allocation in education. (0213-815)
- EDGR 725      Developmental Psychology      3 cr. hrs.**  
Advanced study of human development from childhood to adulthood. Topics include personality theory, childhood and adolescent subcultures, developmental theory, socialization. Combines Advanced Child Psychology (0210-855) and Advanced Adolescent Psychology (0214-800)
- EDGR 726      Advanced Educational Psychology\*      3 cr. hrs.**  
Study of the nature of learning and learning processes with emphasis on the critical examination and evaluation of selected theories of learning. (0214-800)
- EDGR 728      Characteristics of the Learning Disabled      3 cr. hrs.**  
Investigation of child who has great difficulty in learning but is apparently intellectually normal. Emphasis on recognition, understanding and remediation of various forms of learning disabilities. (0211-700)
- EDGR 740      Introduction to Organizational Behavior in Schools\*      3 cr. hrs.**  
Principles, policies, practices and problems of school administration. Replaces Foundations of Educational Administration (0213-800)
- EDGR 741      Organizational Leadership in Education\*      3 cr. hrs.**  
Exploration of leadership in education with emphasis on role of the principal. Course will include insights and theories from fields of social psychology and anthropology. Replaces Elementary/Secondary Principalship (0213-840)

- EDGR 742      School Personnel Administration\*      3 cr. hrs.**  
Study of personnel theory and management and the interrelationship of the individual, the organization and the processes of education. Topics include staff development, application of legal principles, in-service education and teacher evaluation. (0213-810)
- EDGR 745      Instructional Supervision\*      3 cr. hrs.**  
Principles, policies and problems of elementary and secondary school supervision; curriculum and staff development; program evaluation and leadership. (0213-805/807)
- EDGR 755      School Facilities\*      3 cr. hrs.**  
Study of problems in planning and construction of school facilities. Course is multidisciplinary in nature, drawing from the fields of architecture, urban planning, ecological psychology and social psychology. Emphasis on relationships between physical structures, social interactions and learning environments. (0213-830)
- EDGR 770      Instructional Design\*      3 cr. hrs.**  
Examination and applications of systems approaches to planning, implementing and evaluating instructional procedures. (0214-810)
- EDGR 771      Elementary School Curriculum\*      3 cr. hrs.**  
Examination of K-8 curriculum. Emphasis on philosophical, historical, psychological and socio-cultural determinants of curriculum. (0213-850)
- EDGR 772      Secondary School Curriculum\*      3 cr. hrs.**  
Examination of 7-12 curriculum. Emphasis on philosophical, historical, psychological and socio-cultural determinants of curriculum (0213-852)
- EDGR 775      Program Development and Evaluation\*      3 cr. hrs.**  
Study of relationships between educational policies and outcomes. Topics include the politics of program development and evaluation, field study development, technical assistance consultation, quantitative and qualitative methodologies, naturalistic techniques and unobtrusive measures. (0213-835)
- EDGR 776      Measurement and Assessment\*      3 cr. hrs.**  
Survey of test theories and critical analysis of tests and their application in schools. Content includes validity/reliability, standardized testing, teacher-made tests, norm/criteria referencing, item analysis. Replaces Analysis of the Individual (0210-805) and Analysis of Elementary School Pupil (0210-840).
- EDGR 781      Supervision of Student Teachers\*      3 cr. hrs.**  
Analysis of the role of the resident supervising teacher in student teaching. Required for teachers interested in supervising elementary or secondary student teachers. (0213-845)

- EDGR 785      Moral Education\*** **3 cr. hrs.**  
Study of theories of moral development and moral instruction in schools. Emphasis on theories of Kohlberg, Piaget, study of hidden curriculum, curriculum development and cognitive stage theory. (0214-815)
- EDGR 790      Management of the Special Child in the Regular Classroom** **3 cr. hrs.**  
Focus on legal requirements, nature of exceptionalities found in regular classrooms, methodologies for skill development and evaluation techniques essential for working with handicapped students. (0211-702)
- EDGR 791      Laboratory Experiences Learning Disabled** **3 cr. hrs.**  
Hands-on clinical experiences with learning disabled students. Emphasis on diagnosis and prescription. (0211-710)
- EDGR 810      Psychology of Teaching Reading** **3 cr. hrs.**  
A foundations course designed to explore the skills to be developed in a reading program, the grade-placement of these skills and the methods for developing efficiency in the context of selected theories of learning. (0211-820)
- EDGR 811      Reading in the Content Areas** **3 cr. hrs.**  
Supervised clinical experiences working with children having reading and learning difficulties in specific subject areas. (0211-840)
- EDGR 815      Theory of Reading Difficulties** **3 cr. hrs.**  
Course designed to give the teacher, administrator and reading specialist insight concerning problems related to reading and learning difficulties. Utilizes test data and clinical experiences. (0211-825)
- EDGR 821      Remedial Techniques Elementary Reading** **3 cr. hrs.**  
Methods of diagnosis and correction of reading problems, elementary level. Developmental reading problems, analysis and implementation of curriculum materials, standard and teacher-made tests. (0211-830)
- EDGR 822      Remedial Techniques Secondary Reading** **3 cr. hrs.**  
Methods of diagnosis and correction of reading problems, secondary level. Developmental reading problems, analysis and implementation of curriculum materials, standard and teacher-made tests. (211-835)
- EDGR 830      Counseling Theories** **3 cr. hrs.**  
Study of selected counseling theories. Replaces Principles and Administration of Guidance (0210-800) and Principles of Elementary School Guidance (210-835)
- EDGR 835      Counseling Practice** **3 cr. hrs.**  
Application of counseling theory. (0210-860)

<b>EDGR 840</b>	<b>Group Counseling</b> Experiential investigation of group process theory as it pertains to counseling practice. (0210-825/850)	<b>3 cr. hrs.</b>
<b>EDGR 841</b>	<b>Vocational Counseling</b> Study of history, theories, research and techniques of career counseling. (0210-810)	<b>3 cr. hrs.</b>
<b>EDGR 842</b>	<b>Consultation</b> Course is designed to develop consultative competencies with emphasis on urban, multicultural relationships. (0210-830)	<b>3 cr. hrs.</b>
<b>EDGR 865</b>	<b>Counseling Practicum</b> Supervised field experience in counseling. (0210-865)	<b>3 cr. hrs.</b>
<b>EDGR 866</b>	<b>School Administration Practicum*</b> Supervised field experience in school administration (0213-865)	<b>3 cr. hrs.</b>
<b>EDGR 867</b>	<b>Reading Difficulties Practicum, Elementary</b> Supervised field experience in reading instruction, secondary (0211-845)	<b>3 cr. hrs.</b>
<b>EDGR 868</b>	<b>Reading Difficulties Practicum, Secondary</b> Supervised field experience in reading instruction, secondary level. (0211-850)	<b>3 cr. hrs.</b>
<b>EDGR 869</b>	<b>Practicum Learning Disabled</b> Supervised field experience with learning disabled students. (0211-797)	<b>6 cr. hrs.</b>
<b>EDGR 870</b>	<b>Practicum General</b> Supervised field experience.	<b>3 cr. hrs.</b>
<b>EDGR 894</b>	<b>Experimental Course</b> Special topic course, to be offered as announced in class schedule.	<b>1-3 cr. hrs.</b>
<b>EDGR 895</b>	<b>Special Project</b>	<b>1-3 cr. hrs.</b>
<b>EDGR 896</b>	<b>Seminar/Workshop</b>	<b>1-3 cr. hrs.</b>
<b>EDGR 897</b>	<b>Internship</b>	<b>1-3 cr. hrs.</b>
<b>EDGR 898</b>	<b>Research Project</b>	<b>1-3 cr. hrs.</b>

---

\*Satisfies requirement for admin/supervision certification.

# MUSIC

*DEAN AND GRADUATE CHAIRMAN:* David P. Swanzy, Ph. D.

*ASSOCIATE DEAN:* Edward J. Kvet, D.M.E.

*PROFESSORS:* Charles Braswell, Philip Frohnmayer, Patrick McCarty, David Swanzy, Janet Swanzy, Larry Wyatt

*ASSOCIATE PROFESSORS:* Dean Angeles, Anthony Decuir, Richard Greene, Joseph Hebert, William Horne, Edward Kvet, H. Jac McCracken, John Murphy, Sylvia Pengilly

*ASSISTANT PROFESSORS:* Sanford Hinderlie, Mary Sue Morrow, Francine Peterson, John Mahoney, Paul McGinley, Harry McMurray

The College of Music offers three graduate degrees: The Master of Music in Performance (voice, piano, organ, harpsichord, woodwind, brass, percussion or stringed instruments); the Master of Music Education; and the Master of Music Therapy.

The degree, Master of Music in Performance, is designed for students who wish to become professional performers or who wish to teach applied music at an advanced level.

The Master of Music Education degree is designed primarily for active members of the elementary or secondary teaching professions who wish to enhance their professional and artistic preparation. The intent of the degree is the overall development of leadership capabilities.

The Music Therapy department offers a program of graduate study designed to provide opportunity to achieve advanced professional, behavioral and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

## ADMISSION

In addition to University requirements for admission, the College of Music requires a performance audition (live or taped) for matriculation in the College. The required performance level may vary according to the degree program (MM, MME or MMT) specified by the applicant.

All graduate students must take placement tests in music theory and music history *before* registering for any graduate-level theory or history courses. Normally, these tests will be scheduled prior to the first semester of enrollment in graduate study.

Based on the results of these examinations, students may be required to register for three semester hours of remedial work in music theory and three semester hours of remedial work in music history. No course which students are required to take for remediation may be counted toward the graduate degree. However, students with minor difficulties in music theory or music history may be required to take specific graduate courses with credit towards the degree.

## ADMISSION TO CANDIDACY

Students must petition the College of Music Graduate/Curriculum Committee for admission to candidacy after the following degree program requirements have been met:

### Master of Music

- a. Bachelor of Music degree (or equivalent) from an accredited institution.
- b. Completion of 9 credit hours of graduate course work with a minimum grade point average of 3.0.
- c. Completion of remedial courses required as a result of the theory and history entrance examinations.
- d. Audition in the primary performance area.
- e. Completion of *Seminar in Research* with a grade of B or higher.

### Master of Music Education

- a. Bachelor of Music Education degree (or equivalent) from an accredited institution, and teacher certification from one of the 50 states.
- b. Completion of 9 credit hours of graduate course work with a minimum grade point average of 3.0.
- c. Completion of remedial courses required as a result of the theory and history entrance examinations.
- d. Audition in the primary performance area.
- e. Completion of *Seminar in Research* with a grade of B or higher.

### Master of Music Therapy

- a. Bachelor of Music Therapy degree (or equivalent) from an accredited institution.
- b. Completion of the Work Values Inventory.
- c. Completion of 9 credit hours of graduate course work with a minimum grade point average of 3.0.
- d. Successful completion of a functional music proficiency examination administered by the music therapy faculty.
- e. Completion of *Seminar in Research* with a grade of B or higher.

## RESIDENCE

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full-time student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 16 credit hours during the regular terms and a maximum of 12 credit hours during the two terms (10 weeks) of a summer session. A full-time teacher who wishes to take courses during a regular term may enroll for a maximum of six hours per term.

# MASTER OF MUSIC

The Master of Music in Performance consists of a minimum of 32 credit hours in advanced and graduate courses.

MM Curriculum	Minimums: (cr. hrs.)
I. Applied Music .....	12
-required:	
<i>Recital and Recital Document</i> 6	
II. Music Courses .....	15
-required:	
Music History 6 <sup>1</sup>	
Music Theory 3 <sup>2</sup>	
<i>Seminar in Research</i> 3	
III. Electives; <sup>3</sup> including ensemble credits and any University graduate courses .....	5
	Total minimum: 32
IV. The candidate must successfully complete written and oral comprehensive exams.	

# MASTER OF MUSIC EDUCATION

The candidate for the Master of Music Education degree will select one of the three degree tracks defined below.

Track I—This program is designed for students who are interested in research and are considering doctoral study. The program requires a total of 30 credit hours, six of which are *Thesis*. An oral examination in defense of the thesis as well as written and oral comprehensive examinations are required.

Track II—This program is designed for students who have strong ability in and who wish to emphasize performance. Requirements are fulfilled by 33 credit hours of course work, six credit hours of which are for *Graduate Recital* and an accompanying *Recital Document*. The candidate must successfully complete written and oral comprehensive examinations.

Track III—This program affords the candidate the opportunity to fulfill degree requirements by completing 36 credit hours of course work followed by written and oral examinations.

---

<sup>1</sup>According to the results of the entrance test, specific music history period courses may be required. In addition, three credit hours of remedial music history with a B or better may be required prior to enrollment in any graduate music history course.

<sup>2</sup>*Composition* will not fulfill this requirement. Depending on the results of the placement test one remedial course with a B or better may be required prior to enrollment in any graduate theory course.

<sup>3</sup>If approved by the student's advisor, six credit hours of non-music, undergraduate level courses may be acceptable, e.g. additional foreign language study for voice majors.

## MME Curricula:

	Track I Mini- mums: (cr. hrs.)	Track II Mini- mums: (cr. hrs.)	Track III Mini- mums: (cr. hrs.)
I. Music Education .....	9	9	9
-required:			
<i>Foundations of Music</i>			
<i>Education</i> 3			
<i>Contemporary Issues in</i>			
<i>Music Education</i> 3			
II. Music courses (MUTH, MUGN and MUHL offer- ings) .....	9	9	12
-required:			
<i>Seminar in Research</i> 3			
Music History 3 <sup>1</sup>			
Music Theory 3 <sup>2</sup>			
III. Education .....	3	3	3
IV. Electives <sup>3</sup> (to be selected from MUED, MUGN, MUPR, or MUPD offerings) .....	3	6	12
V. <i>Recital and Recital Docu-     ment</i> .....	0	6	0
VI. <i>Thesis</i> .....	6	0	0
Total Minimums:	30	33	36

The choice of the appropriate track for individual students will be determined by students in consultation with their advisors. This choice must be made prior to admission to degree candidacy.

<sup>1</sup>According to the results of the entrance test, specific music history period courses may be required. In addition, three credit hours of remedial music history with a B or better may be required prior to enrollment in any graduate music history course.

<sup>2</sup>*Composition* will not fulfill this requirement. Depending on the results of the placement test, one remedial course with a B or better may be required prior to enrollment in any graduate theory course.

<sup>3</sup>If approved by the student's advisor, six credit hours of non-music, undergraduate level courses may be acceptable, e.g. additional foreign language study for voice majors.

# MASTER OF MUSIC THERAPY

Music Therapy degree programs at Loyola University are approved by the National Association for Music Therapy (NAMT). Students who have not completed an approved undergraduate program in music therapy will be required to fulfill deficiencies. This coursework will be taken concurrently with graduate studies.

The Master of Music Therapy program consists of a minimum of 30 credit hours chosen from the following:

I. Required courses: <sup>1</sup>	Credit hours
MUTY 0402 701 <i>Seminar in Research</i> .....	1
MUTY 0402 714 <i>Graduate Council</i> .....	1
MUTY 0402 716 <i>Music Therapy VI</i> .....	3
MUTY 0402 816 <i>Music Therapy VII</i> .....	3
MUTY 0402 817 <i>Music Therapy VIII, or</i>	
PSYC 0236 305 <i>Experimental Design (Psychology)</i> .....	3
MUTY 0402 707 <i>Psychology of Music II</i> .....	2
MUGN 0404 810 <i>Thesis</i> .....	ARR
MUTY 0402 818 <i>Clinical Training</i> .....	1
II. Electives I: <sup>2</sup>	
MUTH 0403 700 <i>Theory Review Seminar</i> .....	3
MUTH 0403 802 <i>Pedagogy of Theory</i> .....	3
MUHL 0407 706 <i>Music History: Baroque</i> .....	3
MUPR 0405 712 <i>Applied Study: Individual</i> .....	2-3
MUPR 0405 714 <i>Functional Guitar</i> .....	1
MUPD 0408 710 <i>Choral Pedagogy</i> .....	3
III. Electives II: <sup>3</sup>	
Personality Theory.....	3
Psychopathology.....	3
Advanced Psychology of Adolescence.....	3
Principles and Administration of Guidance.....	3
Advanced Child Psychology.....	3

In addition to the required or core courses, a minimum of five hours must be selected from subjects similar to those listed in Electives I, and a minimum of nine hours must be selected from subjects similar to those listed in Electives II. Comprehensive written and oral examinations, including defense of the thesis, are requirements for graduation.

<sup>1</sup>Graduate Council and Clinical Training may be waived, depending on students' background and experience.

<sup>2</sup>Diagnostic tests in music theory or music history must be taken prior to enrolling in any history or theory course.

<sup>3</sup>If approved by the student's advisor, six credit hours of non-music, undergraduate courses may be acceptable in areas where graduate level courses are not available.

# MUSIC GRADUATE COURSES

## MUSIC EDUCATION Subject Number: 0401

- MUED 701      Foundations of Music Education      3 cr. hrs.**  
The historical roots and current philosophical issues in music education; European background and cultural influences; and current learning theories and their applications to the teaching-learning process in music.
- MUED 704      Contemporary Issues in Music Education      3 cr. hrs.**  
Concentrating on the period from the 1950's to the present, this course will present the changes that have radically reshaped current music education.
- MUED 800      Research in Music Education      3 cr. hrs.**  
Research techniques appropriate to music education; principles of research design; organization of the research report; and critical examination of research studies in music education. Emphasis on developing discriminating readers and interpreters of completed research.
- MUED 804      Administration and Supervision in Music Education      3 cr. hrs.**  
The role of the music consultant and music supervisor: Supervision of student teachers; development of positive relationships with teachers and staff, principles of effective supervision, and administrative responsibilities of music supervisors.

## MUSIC THERAPY

### Subject Number: 0402

- MUTY 701      Seminar in Research      1 cr. hr.**  
Techniques in research and writing necessary for the completion of theses or other formal documents. Required of all graduate music therapy students.
- MUTY 707      Psychology of Music II      2 cr. hrs.**  
Techniques and instrumentation for research in the psychology of music. A formal research proposal and a completed research project are required.
- MUTY 714      Graduate Council      1 cr. hr.**  
Council of music therapy graduate students whose function is the approval of research proposals and papers produced within the Department.
- MUTY 716      Music Therapy VI      3 cr. hrs.**  
Seminar. Techniques of scientific writing and data collection. A completed experimental research project dealing with handicapped individuals is required.

- MUTY 816      Music Therapy VII      3 cr. hrs.**  
Seminar. Original investigations in the field of music therapy.
- MUTY 817      Music Therapy VIII      3 cr. hrs.**  
Advanced statistical analysis addressing research problems specific to music therapists. Computer-based statistical analyses employing: LISA, QSTAT, SPSS, complex analyses of variance, discriminate function analysis, multiple correlation, and non-parametric. Independent Study.
- MUTY 818      Clinical Training      1 cr. hr.**  
Students work under supervision in a clinical setting for a period specified by the Music Therapy Department.

## **MUSIC THEORY**

### **Subject Number: 0403**

- MUTH 700      Theory Review Seminar      3 cr. hrs.**  
A retracing of the cognitive aspect of music theory, from elements through tonal chromaticism and basic musical forms. Credit from this course *may not* count towards a degree.
- MUTH 802      Pedagogy of Theory      3 cr. hrs.**  
Review of undergraduate theory course content with emphasis upon various presentations of theory, especially fundamentals. Course includes survey and analysis of selected, current music theory texts.
- MUTH 808      Style Analysis I      3 cr. hrs.**  
Theoretical analysis of selected works in correlation with historical development of compositional practices. The effect of theoretical understanding and historical milieu upon performance is emphasized.
- MUTH 809      Style Analysis II      3 cr. hrs.**  
Theoretical analysis of selected works of 20th century music with emphasis on how modern techniques of composition evolved from their theoretical ancestors.
- MUTH 810      Composition      3 cr. hrs.**  
Private instruction in musical composition. Substantial theoretical background and experience in writing in neotonal styles is assumed. A rehearsed presentation of an original work written during the term is required.

## **MUSIC GENERAL**

### **Subject Number: 0404**

- MUGN 701      Seminar in Research      ARR**  
Required of all graduate music students. Techniques in research and writing necessary to the completion of theses or other formal documents.

<b>MUGN 707</b>	<b>Psychology of Music II</b> Techniques and instrumentation for research in the psychology of music. Lecture and laboratory.	<b>2 cr. hrs.</b>
<b>MUGN 740</b>	<b>Music in Society</b> Aesthetics: as related to the social and political development of Western Man; origins in Plato and Aristoxenus; Roman, Patristic and Reformation theories including empiricism; modern sociological and psychological contributions.	<b>3 cr. hrs.</b>
<b>MUGN 796</b>	<b>Special Topics</b>	<b>ARR</b>
<b>MUGN 799</b>	<b>Independent Study</b> Creditable as needed.	<b>ARR</b>
<b>MUGN 810</b>	<b>Thesis</b> Formal, written, research study of a specific area of music, music education or music therapy.	<b>ARR</b>

## **MUSIC PERFORMANCE**

### **Subject Number: 0405**

<b>MUPR 709</b>	<b>Advanced Instrumental Conducting</b> Conducting techniques, score reading and analysis; literature, style and interpretation.	<b>3 cr. hrs.</b>
<b>MUPR 711</b>	<b>Advanced Choral Conducting</b> Detailed study of advanced conducting problems; emphases on score reading and analysis; contemporary literature, style and interpretation.	<b>3 cr. hrs.</b>
<b>MUPR 712</b>	<b>Applied Study: Individual</b> Concentrated study of voice or of string, woodwind, brass, percussion or keyboard instruments. Students must display a degree of performance proficiency appropriate to graduate level work. Creditable as needed.	<b>ARR</b>
<b>MUPR 714</b>	<b>Functional Guitar I</b> Study of pedagogical techniques leading to basic performance competence.	<b>1 cr. hr.</b>
<b>MUPR 715</b>	<b>Functional Guitar II</b> Prerequisite: Functional Guitar I. See MUPR 714. Continuation of pedagogical techniques leading to basic performance competence.	<b>1 cr. hr.</b>
<b>MUPR 810</b>	<b>Graduate Recital</b> A full, individual program of music of a level appropriate to graduate level study of applied music.	<b>3 cr. hrs.</b>
<b>MUPR 811</b>	<b>Recital Document</b> Formal research paper on one or more works performed on a graduate recital.	<b>3 cr. hrs.</b>

<b>MUPR 817</b>	<b>Major Ensemble</b> Regular rehearsal in music performance groups. Creditable as needed.	<b>1 cr. hr.</b>
<b>MUPR 818</b>	<b>Minor Ensemble</b> See MUPR 817.	<b>1 cr. hr.</b>
<b>MUPR 819</b>	<b>Chamber Ensemble</b> See MUPR 817.	<b>1 cr. hr.</b>

## **MUSIC HISTORY AND LITERATURE**

### **Subject Number: 0407**

<b>MUHL 705</b>	<b>Music History — Medieval, Renaissance</b> Music from antiquity through the Renaissance, its philosophical and theoretical foundations; emphasis upon direct exposure to the music itself.	<b>3 cr. hrs.</b>
<b>MUHL 706</b>	<b>Music History — Baroque</b> The beginnings and culmination of the music of the Baroque era; emphases upon the evolution and development of opera, chamber vocal and instrumental forms, keyboard music and the Baroque concerto.	<b>3 cr. hrs.</b>
<b>MUHL 707</b>	<b>Music History — Classical</b> The music of pre-classical composers through Beethoven; emphasis upon the crystalization of the classical sonata and the growth of opera.	<b>3 cr. hrs.</b>
<b>MUHL 708</b>	<b>Music History — Romantic</b> Style and philosophy of 19th century music.	<b>3 cr. hrs.</b>
<b>MUHL 709</b>	<b>Music History — Contemporary</b> Music from the impressionists to the present, with primary focus upon the masterworks of the 20th century.	<b>3 cr. hrs.</b>
<b>MUHL 804</b>	<b>Solo Vocal Literature</b> A survey of solo vocal literature other than opera from the Baroque era to the present.	<b>3 cr. hrs.</b>
<b>MUHL 805</b>	<b>Choral Literature</b> Extensive study of choral literature and style from the Middle Ages to the present.	<b>3 cr. hrs.</b>
<b>MUHL 806</b>	<b>Guitar Literature</b> Seminar on the technical aspects of guitar music of the past and present; students will propose, advocate and defend their solutions to technical performance problems.	<b>3 cr. hrs.</b>
<b>MUHL 807</b>	<b>Opera Literature</b> Survey of opera and its forerunners from the 16th century to the present.	<b>3 cr. hrs.</b>

**MUHL 808      Keyboard Literature I      3 cr. hrs.**  
Keyboard music from the Elizabethan Virginal School through the French clavecinists; the late German Baroque masters, Bach and Handel; required listening.

**MUHL 809      Keyboard Literature II      3 cr. hrs.**  
Keyboard music from pre-classical composers to the present day; required listening.

**MUHL 810      Orchestral Literature      3 cr. hrs.**  
Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works.

## **MUSIC PEDAGOGY**

### **Subject Number: 0408**

**MUPD 700      General Music Pedagogy      3 cr. hrs.**  
Current issues and developments, teaching-learning systems, materials, media, teaching strategies, and research relevant to general music education at the pre-school, elementary, and secondary levels.

**MUPD 705      Keyboard Pedagogy      3 cr. hrs.**  
Teaching materials and literature for the upper intermediate and advanced levels of keyboard students; varying approaches to pedagogical problems encountered at these levels.

**MUPD 706      Vocal Pedagogy      3 cr. hrs.**  
Survey of various approaches to the teaching of singing with emphasis on the physiology and acoustics of the voice.

**MUPD 707      String Pedagogy      3 cr. hrs.**  
Past and present teaching techniques and materials; string instrument maintenance, repairing, and tone-modification adjustments.

**MUPD 708      Woodwind Pedagogy      3 cr. hrs.**  
Instructional materials: methods, solo and ensemble literature; embouchure, mechanical and acoustical difficulties peculiar to woodwind instruments.

**MUPD 709      Brass Pedagogy      3 cr. hrs.**  
Historical development of the capabilities of brass instruments; embouchure, acoustical and intonational considerations relating to performance and pedagogy; instructional materials and literature.

**MUPD 710      Choral Pedagogy      3 cr. hrs.**  
Choral organization, blend, balance, intonation and vocal production; interpretation of literature; program building; rehearsal psychology.

**MUPD 711      Guitar Pedagogy      3 cr. hrs.**  
Techniques of problem diagnosis, technical presentation, methodology and evaluation; supervised teaching of guitar classes, weekly meetings for reports, discussion and efficacy evaluation.

# RELIGIOUS EDUCATION & PASTORAL STUDIES

*DIRECTOR:* Robert A. Ludwig, Ph.D.

*OFFICE:* 205 Monroe

*ASSISTANT DIRECTOR:* Marcel Dumestre, M.R.E.

*PROFESSOR:* Charles Winters, Th.D.

*ASSISTANT PROFESSOR:* Kathleen O'Gorman, Ed.D. (cand.)

The students, faculty and staff of Loyola's Institute for Ministry form a learning community gathered to enhance the quality of pastoral ministry in the Church. The Institute serves as an educational resource for professionals and paraprofessionals engaged in, or preparing for, ministry and religious education, as well as laity who want to address themselves intentionally to their ministry in the world. The Institute seeks an integration of knowledge of the Christian tradition, a sensitivity to the dynamics of the Church's institutional life, a critical awareness of and appreciation for the times and cultures within which one works, and an awareness of one's self and one's abilities and limitations. The masters degree (M.R.E. and M.P.S.) and certificate programs address themselves to such an integration. The Institute also serves the continuing education needs of others who are admitted to courses and workshops as "special students".

## ADMISSION TO UNIVERSITY

The admission process includes:

1. A Bachelor's degree from a recognized college or university, with a minimum of 2.50 G.P.A.
2. Submission of all transcripts from colleges or universities previously attended.
3. Two letters of recommendation attesting to capability for graduate study.
4. \$20.00 application fee.

## ADMISSION TO CANDIDACY

The Institute offers courses of instruction leading to the degrees of master in religious education and master in pastoral studies for properly qualified students who have been admitted to degree candidacy.

The student must file a formal petition to the Institute's Graduate Studies Committee two weeks after the beginning of the semester or summer session in which he or she is eligible to be considered for degree candidacy on the basis of items listed below:

1. Not less than 12 credit hours nor more than 15 credit hours in the Institute's graduate courses with a minimum grade point average of 3.0. Of these hours, at least nine must consist of credit in the core courses.

## **2. Currently registered for credit at Loyola.**

Appropriate recommendations will be made by the Graduate Studies Committee to the Director of Graduate Studies as a result of their review. Degree candidates will be so notified and such notification will become part of their permanent records. Students not admitted to candidacy will be informed of their deficiency. Removal of such deficiency under the direction of the program advisor must take place within one semester. The student is to reapply for degree candidacy at the end of the semester.

## **COURSE REQUIREMENTS**

The candidate must complete a total of at least 36 credit hours of graduate work including the work earned prior to his or her admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the 36 hour requirement, but is used in determining the grade point average.

A degree candidate who earns a grade lower than C in any course is automatically placed on probation and his or her continuation in the program is subject to review by the Graduate Studies Committee.

## **SYNTHESIS SEMINAR**

The degree candidate shall apply for the Synthesis Seminar at least one semester prior to the scheduled seminar. Candidates may not take the Synthesis Seminar until course requirements are completed. All students seeking the MRE or MPS must participate in the Synthesis Seminar, scheduled during each summer session. A Synthesis paper is required and oral examinations will take place during the last week of the seminar. This final evaluation of the student's competencies allows participants an opportunity to integrate and synthesize the curriculum's key elements.

## **ACADEMIC ADVISEMENT**

Each student consults with an Institute advisor in planning his or her full program of graduate courses. It is possible for students to take courses offered by the graduate faculties in Religious Studies and Theology at Loyola, Notre Dame Seminary and Xavier University's Institute for Black Catholic Studies. After discussing such possibilities with their advisor, students should submit requests for such courses in writing to the Institute Director. Students wishing to take courses at an academic institution other than these (within the six hour transfer credit limit) must obtain prior approval from the Graduate Studies Committee.

## MASTER IN PASTORAL STUDIES OR RELIGIOUS EDUCATION

The masters programs are designed for church ministers from among laity, members of religious orders, deacons, and clergy who seek to enhance the quality of their pastoral or educational ministry through systematic continuing education or who are preparing for such work. Each phase of the program focuses on the development of ministers who are critically reflective about themselves, their vision, and their efforts. In Phase I, the minister identifies his or her educational goal for the program and critically reviews the theological assumptions underlying his or her ministerial action. Students are expected to take this series of courses which serves as the foundation of the program. However, specific courses may be waived based on student's prior academic experience. The thrust of Phase II is the pursuit of ministerial specialization courses chosen in accord with the educational goals identified in Phase I. Phase III facilitates synthesis as well as identifies new educational goals.

### CURRICULUM

#### *Phase I (14 credit hours)*

LIM 700	Method in Ministry	2 cr. hrs.
LIM 711	Jewish Roots of Christian Faith	3 cr. hrs.
LIM 712	Christian Origins	3 cr. hrs.
LIM 721	Grace and Christ	3 cr. hrs.
LIM 722	Church and Ministry	3 cr. hrs.

#### *Phase II (approximately 20 hours)*

LIM 751	Helping and Human Relations	3 cr. hrs.
LIM 761	Ministries Seminar	2 cr. hrs.
LIM 701	Religious Education in Theory and Practice	

OR

LIM 860	Ministry Skills	3 cr. hrs.
	Electives in the following areas: Religious Education, Scripture, Theology, Liturgics, Ethics, and Pastoral Ministry	12 cr. hrs.

#### *Phase III (2 credit hours)*

LIM 875	Synthesis Seminar	2 cr. hrs.
	Total Credit Hours:	36 cr. hrs.

## **CERTIFICATE IN PASTORAL STUDIES OR RELIGIOUS EDUCATION**

The certificate in pastoral studies or religious education is awarded to persons who have completed a total of 18 hours of graduate study at Loyola's Institute for Ministry in a concentrated area of ministerial studies. Program requirements must be completed within four summers. Transfer credits from other institutions are not accepted.

## **LOYOLA'S INSTITUTE FOR MINISTRY EXTENSION PROGRAM**

Beginning in the Fall Semester, 1983, L.I.M. has introduced a new program of graduate education for ministry by extension. This is a 30-hour program of studies leading to either the M.R.E. or M.P.S. All courses are completed in group learning situations off-campus. A complete prospectus on the Extension Program can be obtained from the Institute's office, Box 67, Loyola University, New Orleans, LA 70118.

### **EXTENSION PROGRAM CURRICULUM**

LIMX 700 Ministry in Contexts: A Methodological Introduction  
LIMX 711 The Jewish Roots of Christian Faith  
LIMX 712 Christian Origins  
LIMX 721 Grace and Christ  
LIMX 722 Church and Ministry  
LIMX 731 Sacraments and Morality  
LIMX 840 The Cultural Context of Ministry: Theory and Skills  
LIMX 861 The Personal Context of Ministry: Theory and Skills  
LIMX 862 The Institutional Context of Ministry: Theory and Skills  
LIMX 875 Synthesis Seminar

## **LOYOLA'S INSTITUTE FOR MINISTRY COURSES**

**Subject Numbers: 0572 & 1572**

<b>LIM 700</b>	<b>Method in Ministry</b>	<b>2 cr. hrs.</b>
	This course explores the interplay of tradition, culture, institution and personal experience as the context for ministry. Students learn through practice the basic action/reflection process which is employed throughout the curriculum.	

- LIM 701      Religious Education in Theory and Practice      3 cr. hrs.**  
An introduction to the foundational issues involved in Christian Religious Education. The course will examine the nature and purpose of Religious Education and methodological approaches congruent with contemporary theory as well as the assumptions governing the vision of this enterprise.
- LIM 711      The Jewish Roots of Christian Faith      3 cr. hrs.**  
This course explores the religious heritage of ancient Israel largely through reference to its sacred writing (the Old Testament). It examines the major themes of promise-fulfillment and covenant in Israel's history from the patriarchal period to the apocalyptic era which was the context of Jesus' life and teachings. The events, metaphors, symbols, stories, and persons which become the interpretive background for New Testament authors will be highlighted.
- LIM 712      Christian Origins      3 cr. hrs.**  
This course attempts to uncover "the kingdom of God" in the experience that Jesus effected during His earthly ministry. Parables, healings, table fellowship with outcasts and intimacy with "Abba" lead participants to a root understanding of Christian religious experience. The progress of faith developed in the network of Christian communities from Jesus' death/resurrection to the end of the first century in the common era will be studied.
- LIM 721      Grace and Christ      3 cr. hrs.**  
Students will explore these two foundational theological categories in terms of the fundamental shift in orientation from Trent to Vatican II. Grace as the universal invitation to transcendence and Christ as the supreme historical manifestation of that invitation, as well as its acceptance, will form the center of this creation-centered reflection on God-Person-World. Important moments in the history of Christian thought (patristic, scholastic, reformation, Tridentine) will serve as the historical background for this contemporary study.
- LIM 722      Church and Ministry      3 cr. hrs.**  
The ecclesiological and ministerial implications of a thoroughly historical and creation-centered theology will be discussed in this course. The many changes of the Church's self-understanding and its relationship to culture from New Testament times to the present will be explored. Demographic, sociological, and political developments in the 20th century that have influenced the new directions in ecclesiology and ministry will serve as part of the rationale for the shifts produced by Vatican II and its continuing influence.
- LIM 731      Sacraments and Morality      3 cr. hrs.**  
Living the Christian life is the theme of this course. Students will study the new sacramental rites in the context of the long history of Christian sacraments and learn a model for ethical decision-making which can be applied to the spheres of personal life, work/profession, and socio-political issues. Morality as an intentional response to God's love will serve as a focus for understanding ethical decision-making.

- LIM 741      The Church in America      3 cr. hrs.**  
This course will explore the Christian experience in America from colonial times to the present with special emphasis on the Church's transition in the 20th century from an immigrant church to its entry into the mainstream of American life. Appropriate pastoral strategies which take account of socio-political developments and the Church's history in America will be explored.
- LIM 751      Helping and Human Relations Skills      3 cr. hrs.**  
A systematic review of the skills needed in helping-communication; small group participation to critique one's own relational style; developmental training in the interpersonal skills applicable to one-on-one or group situations.
- LIM 761      Ministries Seminar      2 cr. hrs.**  
The course is a continuation of the work begun in Method in Ministry (LIM 700). Students will thoroughly examine and critically evaluate a component of their ministry, articulate their theological foundation, and evaluate their ministerial effectiveness.
- LIM 800      Topics in Religious Education      3/1 cr. hrs.**  
An exploration of specific issues and concerns in Religious Education. Topics may include: history of faith sharing, experiential education, development of educational theory, educational programming, youth ministry, art of teaching, developing a community of educators, religious education in Latin America.
- LIM 801      Identity and Mission of Catholic Schools Today      3/1 cr. hrs.**  
In light of the history of parochial education and the pastoral needs of today's Catholic, the role of the Catholic school is explored. Students will analyze problems and opportunities specifically related to Catholic elementary and secondary education.
- LIM 802      Sacramental Preparation      3/1 cr. hrs.**  
The course emphasizes the sacraments of initiation and their significance in the context of Christian community. Reconciliation, Marriage, Orders, and the Sacrament of the Sick will also be explored in an analysis of historical development, theological expression and the use of ritual in their celebration.
- LIM 803      Faith Development and the Life Cycle      3/1 cr. hrs.**  
Students will explore the dynamics of human development from both a psychological and theological perspective. The stages of growth and the anticipated crisis points in personal development will indicate the issues that the believer must struggle with in childhood, adolescence, young adulthood, mid-life, and the mature years.
- LIM 804      Models of Religious Education      3/1 cr. hrs.**  
This course is designed for those students who are already or soon to be Director of Religious Education. Four inter-related areas will be explored: the role and responsibilities of the DRE; administrative skills; models of educating and learning; and the prophetic dimensions of educational ministry.

- LIM 805 Foundations of Adult Education 3/1 cr. hrs.**  
The course involves a critical analysis of adult education in the United States. Knowles, Moran, Schaefer, Freire, Elias will be examined in terms of their socio-cultural, psychological and educational perspectives to assist participants in developing responsible educational programs in ministry settings.
- LIM 811 Old Testament Topics 3/1 cr. hrs.**  
This course focuses on particular books or themes from the Old Testament collection. Topics may include Pentateuch, Prophets, the historical writings, or the Psalms; themes such as creation, promise—fulfillment, or ritual patterns may be considered.
- LIM 812 New Testament Topics 3/1 cr. hrs.**  
This course explores specific books and themes in the New Testament literature. The focus may vary from the Pauline writings to the Gospel of John, from an inquiry into the teachings of the historical Jesus to the vision of the Church in the Pauline mission.
- LIM 821 Topics in Christian Theology 3/1 cr. hrs.**  
This course explores specific issues in Christian theology, including the broad categories of sin, reconciliation, and politics, or such issues as the contrast in ecclesiologies between Trent and Vatican II.
- LIM 822 Christology 3/1 cr. hrs.**  
This course explores the interpretations and significance given to Jesus of Nazareth from the New Testament period to the present. Special focus will be given to the varieties of Christology within the New Testament itself and to the classical Christological images developed in the Patristic era, in Thomas Aquinas, in Luther, and in contemporary theologians.
- LIM 823 Theology of Ministry 3/1 cr. hrs.**  
Students explore the correlation of ministry and culture from the New Testament era to the present. Various theological models of ministry are studied in their historical context. The course concludes with a review of directions in contemporary theology of ministry.
- LIM 824 Contemporary Theologians 3/1 cr. hrs.**  
This course focuses on major themes and collected writings of particular theologians in the contemporary era. Such thinkers as Paul Tillich, Karl Rahner, Hans Kung, Edward Schillebeeckx, Dietrich Bonhoeffer may be explored during any given semester.
- LIM 825 Methods of Theological Reflection 3/1 cr. hrs.**  
Students explore a variety of methods for theological reflection, including theology of story; journal keeping; process theology; liberation theology; the interaction of culture, tradition, and personal experience; and case studies. In any given semester one of these methods may become the focus of the course.

- LIM 830**      **Christian Initiation**      **3/1 cr. hrs.**  
 This course explores the implications of the new Rite of Christian Initiation for Adults. Baptism as a decision about one's life, and initiation into a network of relationships and community and as an identification with Christ especially in His death and resurrection, will be explored historically and theologically with a special focus on pastoral practice today.
- LIM 831**      **The Eucharist**      **3/1 cr. hrs.**  
 The historical development of the Christian Eucharist and the contemporary focus on the Eucharistic action of the community are the bases of this course. Students reflect on the nature of ritual and symbol, the documents of the Church relating to the Eucharistic liturgy, and theologies of sacrament and sacrifice.
- LIM 832**      **Sacramental Topics**      **3/1 cr. hrs.**  
 This course focuses on particular sacraments or groups of sacraments such as Reconciliation or Marriage, sacraments of initiation or sacraments of healing. In any given semester the focus of this course will change to address particular sacramental concerns.
- LIM 835**      **Current Moral Issues**      **3/1 cr. hrs.**  
 Current moral issues in personal life, work/profession, and socio-political life are explored. Students will focus on a particular moral issue such as abortion or nuclear war or on the theoretical and practical implications of contemporary moral theory in a broad category of contemporary life such as sexuality or politics.
- LIM 836**      **Human Sexuality and Christian Faith**      **3/1 cr. hrs.**  
 The course explores the significance of human sexuality, its expression in personal experience and cultural influence.
- LIM 840**      **The Cultural Context of Ministry: Theory and Skills**      **3/1 cr. hrs.**  
 A descriptive analysis of culture from multiple interdisciplinary perspectives. This course will enable participants to identify cultural resources and colleagues and to explore the problematic nature of culture's meaning, influence and activity from the particular vantage point of their ministry specialization.
- LIM 841**      **Religion and Social Change**      **3/1 cr. hrs.**  
 Religion can either be the guardian of the present social order or an important ingredient in bringing about social change. This course explores the relationship of religion to culture at critical points in history as well as in the contemporary situation.
- LIM 842**      **Peace and Justice Ministry**      **3/1 cr. hrs.**  
 This course explores the theoretical and practical issues involved in peace and justice ministry today. Particular issues such as the morality of nuclear war, world hunger, and human rights as well as pastoral approaches to community organizing and political participation will be studied in any given semester.

- LIM 843      Women's Issues in Church and Culture      3/1 cr. hrs.**  
An exploration of the historical, psychological, and sociological factors which continue to influence the patriarchal tradition in the Western World. The course focuses on the perspective and experience women offer Church and society.
- LIM 850      Pastoral Counseling I      3/1 cr. hrs.**  
The study of counseling as it arises in pastoral situations for ministers who are not counselors by profession. While introducing students to pertinent literature (Rogers, Clinebell, Egan), the course will focus on counseling skills such as the following: empathetic understanding, listening, restating the problem, clarifying, interpreting, and closing. Students will identify counseling pit-falls such as moralizing, premature advice giving, and avoidance. The course provides a theoretical framework for effective nonprofessional counseling.
- LIM 851      Pastoral Counseling II      3/1 cr. hrs.**  
A development of the themes explored in Pastoral Counseling I. Students will become involved in exploring various theories of counseling and their practical applications in the pastoral setting. (Prerequisite: LIM 850, Pastoral Counseling I)
- LIM 855      Psychology and Spirituality      3/1 cr. hrs.**  
An examination of psychological theories and classical theological models of spirituality.
- LIM 856      Topics in Christian Spirituality      3/1 cr. hrs.**  
This course explores particular classical spiritualities such as St. Ignatius' spiritual exercises or the spiritual vision of Meister Eckhart, or more generic themes such as prayer and contemporary spiritual discipline.
- LIM 857      Spiritual Direction      3/1 cr. hrs.**  
The course explores the art and method of discernment. It examines the traditions of the art as well as the contributions of psychology and Eastern religious perspectives.
- LIM 860      Ministry Skills      3/1 cr. hrs.**  
Ministry as "the enablement of others' gifts" guides this study of the theory and practice of communication skills, group leadership, organizational systems, conflict utilization, program development, and administration within various particular institutional contexts.
- LIM 861      The Personal Context of Ministry: Theory and Skills      3/1 cr. hrs.**  
Participants will reflect critically on personal experience, probing the recurring themes of their lives in an effort to identify development and growth and to recognize the constraints and determine influences. Students will identify and utilize the skills, characteristics, perspectives and other resources they bring to their ministry specialization.

- LIM 862      The Institutional Context of Ministry: Theory and Skills** **3/1 cr. hrs.**  
The course will explore the nature of institutions—their characteristics and functions. Participants will probe the implicit and explicit purpose and influence of their institutional context in order to learn how to relate to it effectively and utilize its potential and resources in their ministry practice.
- LIM 870      Youth Ministry** **3/1 cr. hrs.**  
A primer on method and context in ministry to young adults. Emphasis on nontraditional outreach such as retreats, marriage preparation, shared ministry programs, adult education, wilderness experiences, etc. Topics explored include: faith development, sexual morality, sacraments, social justice, and ministry in particular cultures. The course presents resources, media, written materials and people available to this segment of the Church.
- LIM 871      Family Ministry** **3/1 cr. hrs.**  
This course investigates and analyzes specific problems within the family context. Topics include single parent families, families of special needs children, hurting families, and ministry for couples and families. Principles and praxis for effective ministry to families.
- LIM 872      Christian Marriage** **3/1 cr. hrs.**  
This course explores the history of Christian marriage from New Testament times to the present, looking critically at the historical developments of legalism and spiritualism and how they affected the Christian teaching on marriage.
- LIM 873      The Christian Community** **3/1 cr. hrs.**  
The course traces the development of the parish in the U.S. Church, its structure and mission. Alternative Christian community models are explored and new possibilities proposed. The course explores ways in which the parish structure can promote community and a vision of mission.
- LIM 874      Special Topics in Ministry** **3/1 cr. hrs.**  
Students will focus on particular topics critical to their concerns in ministry. Such topics as ministry to the sick and dying, ministry to the aged, ministry in minority communities will be explored in any given semester.
- LIM 875      Synthesis Seminar** **2/3 cr. hrs.**  
In the campus program this seminar is a review of the key elements of the entire curriculum and seeks to synthesize and integrate student learnings by addressing broad questions in ministry and religious education. It concludes with a synthesis paper and oral examinations. This course is required for graduation in both the campus and extension programs.
- In the extension program, each participant will develop, present, and evaluate a component of their ministry expressive of their synthesis of the learning acquired in this program of study and reflection.

- LIM 880**      **Ministry and the Arts**      **3/1 cr. hrs.**  
 This course explores the use of music, mime, art, dance, media, poetry and storytelling in ritual and religious education. The arts are considered as vehicles of theological expression and liturgical celebration.
- LIM 885**      **Religious Communication**      **3/1 cr. hrs.**  
 This course explores how a variety of communication media can benefit ministers in their particular settings. Both theory and practice of contemporary communication media, especially the use of television, are explored with hands-on experience.
- LIM 890**      **Special Topics**      **3/1 cr. hrs.**  
 This course number is used to offer courses on an infrequent basis. Typically, the course is offered once using this number with a unique title. For full description, contact the Institute office.
- LIM 897**      **Practicum**      **3/1 cr. hrs.**  
 Students wishing to explore the practice of ministry in specific contexts may apply to the director to arrange a three-hour practicum which will include a reflective paper and supervised experience.
- LIM 899**      **Independent Study**      **3/1 cr. hrs.**  
 Students may apply to the director for independent study based on specific situations or needs. Forms are available in the Institute office.

# RELIGIOUS STUDIES

**CHAIRMAN:** Vernon Gregson, Ph.D.

**OFFICE:** 440 Bobet Hall

**PROFESSOR:** James Gaffney

**ASSOCIATE PROFESSORS:** Stephen Duffy, Gerald Fagin, S.J., Robert Gnuse, Vernon Gregson, Fara Impastato, O.P., Denis Janz, Earl Richard, Daniel Sheridan

**ASSISTANT PROFESSORS:** Roberto Goizueta

The master of arts program in religious studies aims at providing a solid and well-rounded theological foundation. Hence the emphasis is on theological content rather than pedagogical methodology.

The curriculum is conceived as a broad comprehensive approach to the study of religion and theology. The major concern is to develop in the degree candidate a capability of approaching the field with a sensitivity to scripture, the historical development of western theology, an ecumenical awareness, and an interdisciplinary mentality.

More specifically, the program hopes to provide a solid academic basis in theology for its students, who will upon completion of their degree enter into a variety of occupations: teaching religion in high schools or on the primary level, functioning as religious education coordinators on the parish level, serving as staff members of Christian centers, conducting retreats and workshops, organizing and teaching in adult education programs, or working in diocesan offices of religious education. The program is also designed to accommodate those who wish to embark upon the first step to the doctoral degree in religious studies or theology and to priests, ministers, religious, and laity who wish to update their theological understanding. Finally, the program aims to service those who simply wish to develop their knowledge and understanding of religion as one of the major forces in the shaping of culture in human history.

## ADMISSION TO CANDIDACY

A bachelor of arts degree or its equivalent from an accredited college or university is required for admission. Applicants normally must have an overall average of 2.5 in their undergraduate work.

Applicants must have an appropriate background in religious studies and philosophy. An applicant without such a background may be expected to take preliminary work in religious studies for undergraduate credit.

## COURSE PROGRAM

Thirty-six credit hours must be obtained by either of two programs:

Program A: 36 class hours

Program B: 30 class hours + 6 hours of thesis preparation

Reading competence in at least one appropriate foreign language, ancient or modern. Competence in a foreign language will be determined by an Educational Testing Service examination or a departmental examination. Students must sit for this examination before the completion of 12 credit hours of work.

Graduate Record Examination score prior to second semester of enrollment in the M.A. degree program.

Each student's program will be designed with an assigned faculty advisor. Individual programs will be adjusted as far as possible to fit the student's interests and needs.

Each student, unless specifically exempted, is required to complete the following seven courses:

Biblical Studies: Methods and Perspectives

One additional course in Biblical Literature

Ethics: Systems and Issues

One additional course in ethics

Two reading seminars in "Classical Christian Thinkers"

Religions of Asia

Each student is required to complete a total of four courses in one of the following possible areas of concentration:

Biblical

Ethical

Theological/Historical

Upon completion of class requirements for either program A or program B, each student will take comprehensive examinations which will have both written and oral components.

A maximum of six transfer credits is permitted.

An average of B must be maintained for all work.

## RELIGIOUS STUDIES GRADUATE COURSES

### Subject Number: 0238

- |                 |   |                   |
|-----------------|---|-------------------|
| <b>RELS 701</b> | <b>Biblical Studies: Methods and Perspectives</b><br>A methodological introduction to the study of the Old and New Testaments which pays attention to the historical, social, literary, and religious problems involved in reading biblical material.   | <b>3 cr. hrs.</b> |
| <b>RELS 704</b> | <b>Pauline Writings</b><br>This course will explore the development of Paul's thought through his various epistles, focusing on major themes such as sin, justification, faith, and the body of Christ. Secular influences on his thought such as hellenistic philosophical and theological speculations and rabbinic theologizing will also be considered. | <b>3 cr. hrs.</b> |
| <b>RELS 706</b> | <b>The Synoptic Gospels</b><br>After a brief introduction to the question of the literary genre of the gospel, the course will deal with the different theologies of the first three gospels in the light of modern redaction criticism of the gospels, related to the social concerns of the communities to which they were addressed.                     | <b>3 cr. hrs.</b> |

- RELS 708      Johannine Literature      3 cr. hrs.**  
 This course will include a treatment of the Fourth Gospel, the Johannine Epistles, and the Apocalypse, keeping the idea of a Johannine school of theology in mind. Literary, linguistic, and theological criteria will be discussed in establishing the distinctiveness of this body of literature within the New Testament. In particular, John's contribution to subsequent theology will be discussed by contrasting his synthesis with that of Paul and the synoptics.
- RELS 710      Unity and Plurality in New Testament Theology      3 cr. hrs.**  
 This course would explore the diversity of New Testament documents and the differing cultural and theological differences that exist between them, choosing certain representative writings and key issues. Can we legitimately speak of a New Testament theology? Are there irreconcilable differences between various schools of thought? What are the origins of heresy and the beginnings of early catholicism? An attempt will be made to show the development of certain lines of thought within the New Testament in the subsequent history of the tradition.
- RELS 712      Ethics: Systems and Issues      3 cr. hrs.**  
 A basic course acquainting the student with main approaches to normative ethics, moral character, social ethics, and the interpretation of ethical statements.
- RELS 715      The History of Exegesis      3 cr. hrs.**  
 This course presents an overview of the history of biblical interpretation from the Patristic age to the present. Participants will select an important biblical passage and trace the history of its interpretation.
- RELS 718      Early Christian Thought      3 cr. hrs.**  
 A study of the development of Christian thought through the ante and post Nicene periods to the end of the patristic period. Readings in primary sources.
- RELS 720      Medieval Synthesis      3 cr. hrs.**  
 The study of Christian thought from the end of the patristic period to the eve of the Reformation. Within this period interest will center on the three centuries between 1000 A.D. and 1300 A.D., the time within which the Middle Ages reached their apogee.
- RELS 722      Reformation and Counter Reformation      3 cr. hrs.**  
 An examination of the theological positions advanced by the principal reformers, e.g., Luther, Melanchthon, Zwingli, Calvin, etc., plus the Roman Catholic response made at the Council of Trent.
- RELS 724      Theology in the 19th and 20th Centuries      3 cr. hrs.**  
 This course will trace the rise and development of liberal theology in Protestantism and Roman Catholicism during the period of clash between religion and modern science. The thought of Schleiermacher, Feuerbach, Kierkegaard, Ritschl, Harnack, Troeltsch, Vatican I, and Catholic Modernism will be reviewed.

- RELS 725      Theology of Vatican II      3 cr. hrs.**  
An analysis of the main theological themes developed at the second Vatican Council.
- RELS 726      Classical Christian Thinkers I      3 cr. hrs.**  
An introduction to key episodes in the history of Christian thought by way of reading recognized theological classics from the pre-Reformation era.
- RELS 727      Classical Christian Thinkers II      3 cr. hrs.**  
An introduction to key episodes in the history of Christian thought by way of reading recognized theological classics from the Reformation and post-Reformation eras.
- RELS 728      The Christian God      3 cr. hrs.**  
A study of the problem of belief as it evolved from the enlightenment period to the present; bearing of secularization process on God-talk and traditional approaches to God; an investigation of recent efforts by process thinkers to reconstruct the idea of God; implications for Christian theology and life.
- RELS 730      Christology      3 cr. hrs.**  
A brief overview of New Testament Christology followed by a brief study of the development of the pre-Nicene views of Christ and his relation to the Father; the rise of heterodox counterpositions; the official response at various stages of dialectic culminating in the Council of Nicea, Constantinople I, Ephesus, and Chalcedon; contemporary critiques of the classical Christological model and recent revisions.
- RELS 732      Church and Sacraments      3 cr. hrs.**  
A study of the theology of Christian sacraments: structure and function of sacramental economy; a theology of the symbol; the dialectic between rite and church; the relationship between sacramental life and secular existence; the religious import of non-Roman Catholic sacraments.
- RELS 733      Ecumenical Theology      3 cr. hrs.**  
This course reviews the origins of Christian division and the motives for the restoration of Christian unity. It reviews recent theological literature and focuses on the joint statements of the Lutheran — Catholic dialogues.
- RELS 734      Eschatology      3 cr. hrs.**  
An examination of the Christian doctrine of last things, i.e., death, resurrection, return of Christ, end of history, judgement, heaven, hell, purgatory, etc. Particular attention will be given to the contemporary theological discussion in dialog with secular thinking about the future. The thought of thinkers such as Rahner, Bonos, Teilhard, Pannenberg, Moltmann, and Braaten will be considered.
- RELS 738      Readings in Theological Method      3 cr. hrs.**  
A seminar discussion in the problems raised by philosophical theology for doing theology in the contemporary intellectual context. Readings will be taken from authors such as Lonergan, Rahner, Nygren, Gilkey, Ogden, Tracy, and Pannenberg.

- RELS 744      The Theology of Bernard Lonergan      3 cr. hrs.**  
 Bernard Lonergan has developed a contemporary theological method for the integration of religion with the other dimensions of human existence, principally the human and natural sciences and society. This method and philosophical basis will be studied in detail. Special attention will be directed to Lonergan's interpretation of religion, his understanding of Christianity, and the relation he develops between redemption and the liberation of the human person and the societies in which we live. A background in philosophy is recommended.
- RELS 746      Theology of Karl Rahner      3 cr. hrs.**  
 A reading survey of the writings of the theologian who has probably been the single most important thinker in the reshaping of contemporary Roman Catholic theology.
- RELS 748      Religions of Asia      3 cr. hrs.**  
 A study of Islam, Hinduism, Buddhism, Confucianism, Taoism, and Zen. Topics include: the nature of religion and of religious experience, the relationship of Christianity to other religions and the challenge of modernity.
- RELS 750      Theology of Religion      3 cr. hrs.**  
 Is a unified understanding of religion possible given the diversity of religious manifestations? An inquiry into the history and contemporary status of attempts to answer that question.
- RELS 752      Christian Spirituality I      3 cr. hrs.**  
 A study of the development of Christian spirituality in its expressive forms beginning with the early ascetics and coming to de Foucauld and L'Arche; the process is traced in the early martyrs, virgins and ascetics to the 20th century and the triumph of differences in the document *Perfectae Caritatis*.
- RELS 754      Christian Spirituality II      3 cr. hrs.**  
 A study of the major currents of Christian spirituality, with serious attention being given to the principles of interior development and guidance of persons as taught by the major schools: Carmelite and Ignatian.
- RELS 755      Soteriology      3 cr. hrs.**  
 A study of the history and contemporary status of theories of redemption.
- RELS 756      Theology of Grace      3 cr. hrs.**  
 A study of the doctrine of Grace as it emerged from the scriptures, the Patristic tradition, the medieval synthesis, through the reformation period down to the present era.
- RELS 758      Biblical Morality      3 cr. hrs.**  
 Historical exposition accompanied by individual research on selected texts that have strongly influenced Christian morality.

- RELS 760      Systems of Christian Ethics      3 cr. hrs.**  
 Analysis of influential schools of thought in Christian ethics combined with individual criticism and comparative evaluation.
- RELS 761      The Pentateuch      3 cr. hrs.**  
 Pentateuchal theologica will be assessed in terms of their literary quality, meaning, and inter-canonical relationships. Different methodologies for textual evaluation will be appropriated by the students.
- RELS 762      Biblical Wisdom Literature      3 cr. hrs.**  
 The didactic literature of the Old Testament will be evaluated in terms of textual, literary, philosophical, and existential categories. Relationships to other intellectual and theological perspectives will be assessed.
- RELS 763      Hebrew Prophets      3 cr. hrs.**  
 The prophetic corpus will be evaluated critically in literary, sociological, and theological categories. Emphasis will be placed on the developmental process which culminates in new theological trajectories.
- RELS 764      The Catholic Church in the United States (1526-1950)      3 cr. hrs.**  
 The Church in colonial America — Spanish, French, and English; Catholics and the American Revolution; organization; expansion; trusteeship, bigotry; Provincial Councils of Baltimore; the Church and the Civil War issues; the Church on the frontier; Plenary Councils of Baltimore; the school question; nationalism; Ku Klux Klan; and the American Protestant Association; the heresy of Americanism; the Church and American labor; the Church and the American Negro and Indian; rise of the Catholic layman.
- RELS 800      Catholic Social Ethics      3 cr. hrs.**  
 An investigation of the basic methods and principles of social ethics in the Catholic tradition. Historical origins will be explored, but the emphasis will be on current Catholic teaching. Special attention will be given to its relations with current philosophical ethics of Rawls, Nozick, Unger, and others. Selected problems such as population, civil rights, and distribution of wealth will be examined in light of basic principles.
- RELS 802      War, Peace, and Global Justice      3 cr. hrs.**  
 An exploration of ethical issues of war, peace, and global justice in light of Christian ethical principles. The issues of pacifism and just war or just revolution will be explored in depth. Contemporary problems such as nuclear weapons, arms control, world government, and a just international economic order will also be examined.
- RELS 804      Theology of Liberation      3 cr. hrs.**  
 A study of the historical development of the theology of liberation in Latin America; the relationship between theory and praxis; the Gospel and Marxism; the quest for socio-economic justice and Christianity; implications for North American Christians.

- RELS 806      Bioethics      3 cr. hrs.**  
 The subject matter will be defined as the study of moral issues generated or significantly complicated by the biological sciences — theoretical and applied. The course surveys values and principles traditionally invoked, investigates a representative variety of cases in personal or professional behavior, and reviews recent trends in the literature.
- RELS 808      History and Theology of Liturgy      3 cr. hrs.**  
 An historical survey of the major developments in Christian liturgy from the New Testament to the present, with special emphasis on the rites and sacraments of Western Christendom.
- RELS 812      Phenomenology of Religious Experience      3 cr. hrs.**  
 This course unfolds the existential foundations of theological reflection and of phenomenological theology by tracing the meaning and structure of religious experience to its existential foundations.
- RELS 816      Philosophy of Religion      3 cr. hrs.**  
 A study of the rational status of belief in and beliefs about God, illustrated by writings typical of several different philosophical perspectives.
- RELS 820      Psychology of Religion      3 cr. hrs.**  
 A general introduction to the psychological study of religious behavior, comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and development.
- RELS 822      Sociology of Religion      3 cr. hrs.**  
 An introduction to the major issues in the sociology of religion, including topics such as: defining religion; the process of institutionalization; church and sect; religion as organization; the sociological study of secularization; recent survey research on religion in American society.
- RELS 899      Independent Study      Arr.**

# STUDENT LIFE

Student Life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

## **COUNSELING, CAREER DEVELOPMENT AND PLACEMENT CENTER**

The Counseling, Career Development and Placement Center offers services for students wishing personal-social counseling, assistance in identifying and developing appropriate academic and career goals, and development of greater self-understanding through interest, aptitude, and ability testing. These services are provided by a well-qualified professional staff. Confidentiality of information shared between counselor and student is at all times respected.

Helping students prepare for and locate employment opportunities is another service of the Center. Current listings of full and part-time jobs as well as information on summer jobs and internships are available. Assistance in obtaining career employment is provided for graduating students. This service includes on-campus recruitment by major local and national firms, a credentials file service and assistance in developing job seeking skills to increase the likelihood of securing entry level employment in keeping with long term career goals.

## **SPIRITUAL LIFE**

Loyola University is a Catholic, Jesuit university. Toward this end, Campus Ministry strives for the complete integration of Catholic and Jesuit spirituality within the entire university community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. They are available at all times to guide, counsel, and advise.

## **STUDENT HOUSING**

Loyola operates three residence halls, Biever Hall which houses undergraduate men, Budding Hall which houses undergraduate women, and Cabra Hall on the Broadway campus which houses Law/ Graduate and upperclass men and women. There are no accommodations for married students on campus.

Cabra Hall is a five story residence hall housing 215 students, 54 per living floor, in 6 (eight-person) suites and 1 (seven-person) suite. The Hall is centrally heated and air conditioned. All rooms are for double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, and local telephone service. Cabra Hall facilities include a kitchen with a microwave oven, sundeck, vending services, storage room, 3 laundry rooms, ice machine, T.V. lounge, etc. A convenient transportation system will link the Broadway campus with the main campus, located approximately two blocks away.

Residents of residence halls are subject to the housing policies which are promulgated in the Student Handbook. Full-time professionally trained personnel are provided in all the residence halls to aid students in achieving per-

sonal and educational goals. Resident assistants, located on each floor, help provide a well-balanced social and educational atmosphere. Residence halls have live-in resident counselors who are Jesuit priests, Catholic sisters, or lay individuals who have training and experience in the areas of human development.

Requests for accommodations should be forwarded directly to the Office of Residential Life following notification of acceptance to the University. Reservations are confirmed only after receipt of a signed contract and a \$50 application fee, which is not refundable in the event the student cancels, and proof that student has adequate accident - sickness insurance coverage. Housing contracts are for both the fall and spring semesters.

## **STUDENT HEALTH SERVICE**

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The Student Health Service is directed by a Registered Nurse (Administrative Director) under the Supervision of a medical doctor (Medical Director). The Health Service staff also includes a part-time registered nurse and a full-time licensed practical nurse who resides on campus and is responsible for emergency evening medical care. Trained student Health Assistants are available on campus for night, weekend and holiday emergency medical referral service. Four days a week, a physician is available during designated hours to see students. The Health Service also maintains extensive lists of off-campus medical specialists for students requiring special care. Treatments by health center personnel is provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

## **HEALTH INSURANCE**

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. Resident students are required to present proof of personal health insurance coverage or they must enroll in the university endorsed health insurance plan. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Students desiring health insurance information should contact the Student Health Service.

## **IDENTIFICATION CARDS**

The picture Identification Card is the official University identification and is the property of Loyola University. It must be carried by all students at all times.

Part-time and full-time students will be issued one free I.D. Card when they are admitted to the University as a new student. The I.D. Card is good for four

years and serves many purposes. Personal identification, library card, entrance to the Recreation Center, and many social and cultural events on campus.

The I.D. Card must be presented on request of any University official or security officer. Students who withdraw or are withdrawn from the University shall surrender the I.D. Card to the Office of Student Affairs.

## **INTERNATIONAL STUDENT AFFAIRS**

The Office of International Student Affairs is the center for information and assistance for all international students on campus. International students include students with F-1 or J-1 visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

All immigration matters are administered through this office. The director facilitates the adjustment of international students to university life and helps them with cultural, language, academic, and personal matters. The director maintains liaison with the university administration relative to the special needs and interest of international students. Through a wide variety of programming, interaction is initiated not only among the international students themselves, but also among the internationals and the university community at large, so that an exchange of cultural values may take place.

The director serves as advisor to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country.

## **CENTER FOR COMMUTER SERVICES**

The Center for Commuter Services serves as a communication link between the off-campus student population and university programs and services. Commuters comprise 75 percent of the student population and the university recognizes its responsibility for responding to their unique needs.

The Commuter Resource Center contains the off-campus housing listing, shuttle information, carpooling information, telephones, literature on campus programs and services, maps, bus schedules, a message center and other information that involves life both on and off campus.

Commuter Assistants staff the Commuter Resource Center. These students are trained through a two credit hour course that includes such topics as basic communication skills, problem solving, decision making, needs assessment, goal setting, making referrals and the diverse needs of Loyola's commuter population. The Commuter Assistants assist in answering questions, programming and making referrals.

Communication is further enhanced by the use of "Commuter Comments", a newsletter, mailed twice a semester to the student's local residence.

## **STUDENT ACTIVITIES**

There are approximately 75 student organizations recognized and active on the Loyola campus. They are classified in the following categories: club sports, social fraternities, honorary fraternities and organizations, professional and academic societies, religious organizations, service organizations, social sororities, special interest organizations, and student communications media. A

complete listing of all recognized organizations is contained in the *Student Handbook*.

## **STUDENT GOVERNMENT ASSOCIATION**

The Student Government Association consists of elected members representing the four colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

## **THE UNIVERSITY CENTER AND LOYOLA UNION**

The University Center, known at Loyola as the Danna Center, and the Loyola Union are closely aligned in that the Loyola Union is the programming board of the center.

Objectives established for Danna Center by the Danna Center Governing Board in cooperation with the Loyola Union aim at making it a campus center where all members of the university can meet, formally and informally; providing services and facilities to the university; complimenting the educational goals of Loyola by providing cultural, social, and recreational programs; and maintaining the center as an open forum where all sides of issues may be aired.

The facilities of the Danna Center provide the environment for Loyola Union, student government, and student organizational activities. In addition to housing food service facilities, lounges, music listening room, recreational areas, art gallery, Student Affairs offices, student organization offices, and a book store, travel agency and hair stylist shop are located in the center.

## **RECREATION CENTER**

The Center offers a comprehensive sports program, which provides students with opportunities for selfdirected recreation, competitive sports, and leisure time activities in some form of physical exercise. The program of activities is designed to provide every student, regardless of ability, the occasion to participate in the program. The university also cooperates in the sponsorship of several club sports which compete with other universities and athletic organizations.

The Loyola Recreational Center consists of four multi-purpose courts used for tennis, basketball, volleyball, and other activities; four handball/racquetball courts; an indoor jogging area; a gymnastic area; weight room; and locker room facilities.

# ADMINISTRATORS AND FACULTY

## BOARD OF TRUSTEES

Dr. Elmo J. Cerise, *Chairman*

Rev. Michael Alchediak, S.J., *Vice Chairman*

Rev. Thomas H. Clancy, S.J., *Secretary and Treasurer*

Hon. Joan B. Armstrong

John F. Bricker

Rev. William J. Byron, S.J.

Rev. James C. Carter, S.J.

James A. Comiskey

Patrick A. Delaney

Charles J. Derbes, Jr.

Francis C. Doyle

Rev. Gerald M. Fagin, S.J.

Rev. Ernest C. Ferlita, S.J.

J. Robert Fitzgerald

Rev. Daniel L. Flaherty, S.J.

Charles C. Gremillion

Roy F. Guste

Dr. Mildred F. Jefferson

Rev. John F. Keller, S.J.

Bro. James M. Kenny, S.J.

Norman R. Kerth

John P. Laborde

Rev. Clyde H. LeBlanc, S.J.

Rev. George F. Lundy, S.J.

Rev. Thomas J. Madden, S.J.

Rev. William McInnes, S.J.

Mrs. R. King Milling

Michale J. Molony, Jr.

Rev. Lawrence W. Moore, S.J.

Rev. Leo A. Nicoll, S.J.

Rev. John W. Padberg, S.J.

Rev. Stephen C. Rowntree, S.J.

James E. Smith

Moise S. Steeg

Rev. Robert F. Weiss, S.J.

*Honorary*

Miss Margaret E. Lauer

## UNIVERSITY ADMINISTRATION

President ..... Rev. James C. Carter, S.J., Ph.D.

Executive Assistant to the President ..... Norman Roussell, Ed.D.

Institutional Research ..... John F. Sears, M.B.A., *Director*

Campus Ministry ..... Rev. Thomas Madden, S.J., Ph.D., *Dean*

## ACADEMIC AFFAIRS

Vice President for Academic Affairs ..... Robert A. Preston, Ph.D.

Assistant Vice President ..... Richard Greene, Ph.D.

Special Assistant ..... William M. Zanders, J.D.

Academic Computing ..... Michael Klein, M.S., *Director*

College of Arts

and Sciences ..... William W. Eidson, Ph.D., *Dean*

Associate Dean ..... Claire A. Paolini, Ph.D.

Common Curriculum ..... Patrick Bourgeois, *Associate Dean*

College of Business Administration ..... John E. Cave, Ph.D., *Dean*

Associate Dean ..... Michael T. Saliba II, Ph.D.

City College ..... Fredrick J. Dobney, Ph.D., *Dean*

Associate Dean ..... Richard A. Lucore, M.Ed.

Loyola Institute

for Ministry ..... Robert Ludwig, O.M.I., Ph.D., *Director*

College of Music.....David Swanzy, Ph.D., *Dean*  
 Associate Dean.....Ed Kvet, D.M.E.  
 School of Law.....Thomas H. Sponsler, L.L.M., *Dean*  
 Associate Dean.....James M. Klebba, J.D.  
 Campus Ministry.....Thomas Madden, S.J., Ph.D., *Dean*  
 Graduate Studies and Research.....John F. Christman, Ph.D., *Director*  
 University Registrar.....Bobs M. Tusa, Ph.D.  
 Admissions.....Rebecca Brechtel, Ed.D., *Director*  
 Institute of  
   Human Relations.....Rev. George F. Lundy, S.J., M.Div., *Director*  
 University Librarian.....Mary Lee Sweat, M.L.S., M.B.A.  
 Upward Bound.....Mattie M. Stone, M.Ed., *Director*

### STUDENT AFFAIRS

Vice President for Student Affairs.....Vincent P. Knipfing, M.A.  
 Assistant Vice President.....Joseph K. Kavanaugh, M.A.  
 Counseling and  
   Career Development.....Marjorie Mc. Dachowski, Ph.D., *Director*  
 Residential Life.....Robert Reed, M.Ed., *Director*  
 International Student Affairs.....Barbara D'Amico, M.A., *Director*  
 Recreation Center.....Craig Bogar, M.A., *Acting Director*  
 Scholarships and Financial Aid.....E. P. Seybold, Jr., J.D., *Director*  
 Security.....Alan Abadie, M.B.A.  
 Student Health Service.....Jack Ruli, M.D., *Director*  
 University Center and Student  
   Activities.....Charles Miller, M.S., *Director*  
 Commuter Services.....Deborah Reid Bryant, M.A., *Director*

### BUSINESS AND FINANCE

Vice President for Business and Finance.....John L. Eckholdt, M.B.A.  
 Financial and Personnel Services.....Jay Calamia, B.S., *Director*  
 Computer Center.....Kenneth L. Beasley, E.E.B.S., *Director*  
 Energy Management.....Manuel M. Vega, Jr., *Director*  
 Physical Plant.....Paul Fleming, B.A., *Director*

### INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement.....Charles E. Young, B.S.  
 Alumni Affairs.....Beverly P. Murphy, J.D., *Director*  
 Alumni Records.....Trina E. Smith, *Acting Director*  
 Annual Support.....Chuck Smither, B.S., *Director*  
 Institutional Grants and Proposals.....John T. Cain, M.S., *Director*  
 Planned Gifts.....Clarence Guillory, B.S., *Director*  
 Research Services.....Brenda Davis, M.S.L.S., *Director*  
 Special Campaigns.....David Catherman, B.A., *Director*  
 University Relations.....Joan G. Tolhurst, B.S., *Director*

### WWL-AM-FM-TV BROADCASTING

Vice President for Communications.....Rev. Thomas H. Clancy, S.J., Ph.D.  
 Vice President and General Manager of WWL.....J. Michael Early, J.D.

# GRADUATE FACULTY

- CLAIRE J. ANDERSON, Ph.D.**, *Associate Professor of Public Administration and Management.*  
B.A., University of Maryland, 1967; M.B.A., American University, 1970; Ph.D., University of Massachusetts, 1976.
- DEAN ANGELES, M.S.**, *Associate Professor of Music.*  
A.S., Garden City Jr. College, 1964; B.M., Southwestern College, 1967; M.S., Fort Hays Kansas State University, 1969.
- KAREN ARNOLD, Ph.D.**, *Assistant Professor of Management.*  
B.S., University of New Orleans, 1971; M.B.A., University of New Orleans, 1972; Ph.D., Louisiana State University, 1979.
- JESSE T. BARFIELD, Ph.D.**, *Professor of Accounting.*  
B.S., Florida State University, 1961; M.A., Ibid., 1963; Ph.D., Louisiana State University, 1971, C.P.A., 1963.
- WILLIAM BARNETT, Ph.D.**, *Associate Professor of Economics.*  
B.B.A., Loyola University, New Orleans, 1967; Ph.D., Michigan State University, 1974; J.D., Loyola University, New Orleans, 1982.
- JAMES H. BASKETT, Ph.D.**, *Associate Professor of Economics.*  
B.B.A., Texas Tech University, 1961; M.A., Ibid., 1966; M.B.A., West Texas State University 1968; Ph.D., University of Arizona, 1976; CPA, 1982.
- E. LETITIA BEARD, Ph.D.**, *Professor of Cellular Physiology.*  
B.A., Texas Christian University, 1952; B.S., Ibid., 1953; M.T. (A.S.C.P.), 1953; M.S., Texas Christian University, 1955; Ph.D., Tulane University, 1961.
- COURTNEY BLAIR, Cand. Ph.D.**, *Assistant Professor of Finance.*  
B.A., McMaster University, 1972; M.B.A., University of South Carolina, 1977; Ph.D., Ibid. A.B.D.
- ALLEN I. BOUDREAUX, M.B.A.**, *Professor of Accounting.*  
B.S., Loyola University, New Orleans, 1942; M.B.A., Louisiana State University, 1950; C.P.A., 1953.
- LLOYD BRANDT, Jr., Ph.D.**, *Associate Professor of Accounting.*  
B.A., Southeastern Louisiana University, 1955; M.B.A., Louisiana State University, 1960; Ph.D., Louisiana State University, 1973, C.P.A., 1962.
- CHARLES E. BRASWELL, Mus.M.**, *Professor of Music Therapy, Chairman of the Program.*  
B.M., North Texas State University, 1950; Mus.M., American Conservatory of Music, Chicago, 1952; R.M.T., Kansas University and the Menninger Clinic, 1956.
- JOHN BROCKHOEFT, J.D.**, *Associate Professor of Legal Studies and Public Administration.*  
J.D., Louisiana State University, Baton Rouge, 1970.
- LORYNNE CAHN, M.Ed.**, *Associate Professor of Education.*  
B.S., New York University, 1950; M.Ed. Loyola University, New Orleans, 1969.
- JOHN E. CAVE, Ph.D.**, *Associate Professor of Management, Dean of the College of Business Administration.*  
B.B.A., University of Minnesota, 1966; M.B.A., Ibid., 1968; Ph.D., Ibid., 1974.
- JOHN F. CHRISTMAN, Ph.D.**, *Professor of Biochemistry; Director of Graduate Studies and Research.*  
B.S., Notre Dame University, 1944; M.A., Indiana University, 1946; M.S., University of Tennessee, 1948; Ph.D., Ibid., 1950.

- RONALD C. CHRISTNER, Ph.D.**, *Associate Professor of Finance.*  
B.A., St. Procopius College, 1969; M.S., University of Minnesota, 1971; Ph.D., Ibid., 1973.
- ELIZABETH A. COOTE, M.P.A.**, *Assistant Professor of Management.*  
M.P.A., Northeastern University, 1975.
- MICHAEL A. DALTON, Ph.D.**, *Associate Professor of Accounting.*  
B.B.A., Georgia State University, 1966; M.B.A., Ibid., 1968; Ph.D., Ibid., C.P.A., 1976.
- JERRY W. DAUTERIVE, Ph.D.**, *Associate Professor of Public Administration and Economics.*  
B.B.A., Texas Tech University, 1970; Ph.D., Ibid., 1976.
- ANTHONY A. DECUIR, Ph.D.**, *Associate Professor of Music Therapy.*  
B.S., Xavier University, 1970; Loyola University, 1970; M.M.T., Ibid., 1974; Cand. Ph.D., Louisiana State University, Baton Rouge, Louisiana.
- DONALD DOZIER, Ph.D.**, *Associate Professor of Accounting.*  
B.B.A., Texas Tech University, 1969; M.S., Ibid., 1972, Ph.D., University of Missouri-Columbia, 1981.
- STEPHEN DUFFY, S.T.D.**, *Associate Professor of Historical and Systematic Theology.*  
B.A., Marist College, 1954; S.T.L., Gregorian University, 1958; S.T.D., Catholic University, 1969.
- GERALD M. FAGIN, S.J., Ph.D.**, *Associate Professor of Systematic Theology.*  
B.A., Spring Hill College, 1962; M.A., Ibid., 1963; M.Th., Regis College, Toronto, 1970; S.T.L., Immaculee-Conception, Montreal, 1970; Ph.D., University of St. Michael's College, Toronto, 1974.
- MARY C. FITZGERALD, M.Ed.**, *Associate Professor of Education.*  
B.S., Loyola University, New Orleans, 1951; M.Ed., Ibid., 1956.
- JOHN C. FOLKENROTH, J.D.**, *Associate Professor of Business Administration.*  
B.S., Louisiana State University, 1966; M.B.A., University of New Orleans, 1968; J.D., Louisiana State University, 1974.
- PHILIP FROHNMAYER, Professor of Music.  
A.B., Harvard University, 1969; M.M., University of Oregon, 1972.**
- JAMES GAFFNEY, S.T.D.**, *Professor of Ethics.*  
B.S., Spring Hill College, 1956; S.T.L., Woodstock College, 1963; M.A., Fordham University, 1965; M.Ed., Texas University, 1972; S.T.D., Gregorian University, 1968.
- ROBERT I. GLOVER, Ph.D.**, *Associate Professor of Accounting.*  
B.S.B.A., University of Arkansas, 1969; M.B.A., Ibid., 1971; Ph.D., Ibid., 1975., C.P.A.
- ROBERT GNUSE, Ph.D.**, *Associate Professor of Old Testament.*  
M.Div., Concordia Seminary in Exile, 1974; S.T.M., Ibid., 1975; M.A., Vanderbilt, 1978; Ph.D., Ibid., 1980.
- KENNETH W. GOBALET, Ph.D.**, *Assistant Professor of Biology.*  
B.S., University of California, Davis, 1969; M.A., Ibid., 1974; Ph.D., Ibid., 1980.
- ROBERTO GOIZUETA, Cand. Ph.D.**, *Assistant Professor of Religion and Society.*  
B.A., Yale University, 1976; M.A., Marquette University, 1982; Ph.D., Ibid.
- RICHARD C. GREENE, M.F.A.**, *Associate Professor of Music, Assistant Academic Vice President.*  
B.M., Loyola University, New Orleans, 1970; M.F.A., Tulane University, 1975.

- VERNON J. GREGSON, Ph.D.**, *Associate Professor of Systematic Theology ; Chairman of the Department.*  
A.B., Spring Hill College, 1965; M.A., Ibid., 1966; Ph.D., Marquette University, 1978.
- DONALD P. HAUBER, Ph.D.**, *Assistant Professor of Biology.*  
B.S., University of Kansas, 1978; M.A., Ibid., 1980; Ph.D., Texas Tech University, 1984.
- JOSEPH HEBERT, JR., Ph.D.**, *Associate Professor of Music Education.*  
B.M.E., Loyola University, New Orleans, 1963; Mus.M., Manhattan School of Music, 1965; Ph.D., University of Southern Mississippi, 1978.
- HERBERT G. HICKS, Ph.D.**, *Professor of Management.*  
B.C.E., Georgia Institute of Technology, 1954; M.B.A., University of Alabama, 1956; Ph.D., University of Alabama, 1960.
- SANFORD HINDERLIE, M.M.**, *Assistant Professor of Music.*  
B.M., Washington State University, 1974; M.M., North Texas State University, 1982.
- WILLIAM P. HORNE, D.M.A.**, *Associate Professor of Music.*  
B.M., Florida State University, 1974; M.M., Yale University, 1976; D.M.A., North Texas State University, 1983.
- GLEN M. HYMEL, Ed.D.**, *Associate Professor of Education.*  
B.S., Loyola University, New Orleans, 1969; M.Ed., Ibid., 1970; Ed.D., University of New Orleans, 1974.
- FARA IMPASTATO, O.P., Ph.D.**, *Associate Professor of Spirituality, Arts & Sciences.*  
B.A., Loyola University, New Orleans, 1949; Ph.D., St. Mary's School of Sacred Theology, Notre Dame, Indiana, 1952.
- DENIS R. JANZ, Ph.D.**, *Associate Professor of Historical Theology, Arts & Sciences.*  
B.A., University of Winnipeg, 1971; M.A., St. Michael's College, 1974; Ph.D., Ibid., 1979.
- CLYDE E. JENKINS, D.B.A.**, *Associate Professor of Marketing.*  
B.S., Savannah State College, 1964; M.B.A., Eastern New Mexico University, 1972; D.B.A., Texas Tech University, 1981.
- ROBERT J. KELLER, Ph.D.**, *Associate Professor of Accounting.*  
B.B.A., Tulane University, 1957; M.B.A., Loyola University, New Orleans, 1965; C.P.A., Louisiana, 1967; Ph.D., Louisiana State University, 1972.
- KAMEL T. KHALAF, Ph.D.**, *Professor of Entomology.*  
B.S., University of Baghdad, 1944; M.S., University of Oklahoma, 1950; Ph.D., Ibid., 1953.
- WILLIAM A. KLINE, Ph.D.**, *Professor of Education.*  
B.A., San Jose State University, 1957; M.A., Ibid., 1966; Ph.D., Stanford University, 1974.
- ALAN J. KIRKPATRICK, Ph.D.**, *Assistant Professor of Finance.*  
B.A., University of South Florida, 1973; M.B.A., Georgia State University, 1976; D.B.A., University of Tennessee, 1984.
- EDWARD J. KVET, D.M.E.**, *Associate Professor of Music Education; Associate Dean, College of Music.*  
B.M.E., Baldwin-Wallace College, 1971; M.M., University of Cincinnati, 1973; D.M.E., Ibid., 1982.
- G. WALLACE LEFTWICH, M.B.A.**, *Professor of Accounting.*  
B.S., Loyola University, New Orleans, 1947; M.B.A., Tulane University, 1950; C.P.A., 1949.

- ROLAND LESSEPS, S.J., Ph.D.,** *Professor of Biology.*  
B.S., Spring Hill College, 1958; Ph.D., Johns Hopkins University, 1962.
- JUSTIN E. LEVITOV, Ph.D.,** *Associate Professor of Education, Chairman of the Department.*  
B.A., University of South Florida, 1973; M.A., Ibid., 1974; Ph.D., University of New Orleans, 1980.
- SHU-JAN LIANG, Ph.D.,** *Associate Professor of Economics.*  
B.A., National Taiwan University, 1958; M.A., University of California, 1967; Ph.D., University of Oklahoma, 1970.
- RICHARD LUCORE, M.Ed.,** *Associate Dean, City College.*  
B.A., University of California, Santa Barbara, 1960; M.Ed., Loyola University, New Orleans, 1980.
- ROBERT LUDWIG, Ph.D.,** *Associate Professor of City College, Director of Loyola's Institute for Ministry.*  
B.A., Loras College, 1946; M.A., Aquinas Institute of Theology, 1969; Ph.D., Ibid., 1972.
- JOHN MAHONEY, M.M.,** *Assistant Professor in Music.*  
B.S., SUC at Potsdam, New York, 1970; M.M., Eastman School of Music; Jazz and Contemporary Media, 1978.
- FRANK M. MARION, Cand. Ph.D.,** *Assistant Professor of Marketing.*  
B.S., South Dakota School of Mines and Technology, 1955; M.B.A., Baldwin Wallace College, 1980; D.B.A., Memphis State University, 1985.
- PATRICK McCARTY, Ph.D.,** *Professor of Music Theory and Composition.*  
B.M., West Virginia University, 1952; M.M., Eastman School of Music, Rochester, 1953; Ph.D., Ibid., 1958.
- H. JAC McCracken, JR., M.M.,** *Associate Professor of Music.*  
B.M., East Carolina University, 1970; M.M., University of Cincinnati, 1974.
- PAUL MCGINLEY, M.M.,** *Assistant Professor of Music.*  
B.A., Glassboro, 1977; M.M. Eastman School of Music, 1979.
- HARRY McMURRAY, Ph.D.,** *Assistant Professor of Music.*  
B.A., Tulane University, 1960; M.Mus., North Texas State University, 1971; M.Div., Toronto School of Theology, 1972; Ph.D., Graduate Theological Union, Berkeley.
- MARY SUE MORROW, Ph.D.,** *Assistant Professor of Musicology.*  
B.A., Southwestern at Memphis, 1975; M.M., Northwestern University, 1976; Ph.D., Indiana University, 1984.
- CYRIL LEE MUNDELL, Ph.D.,** *Associate Professor of Economics and Graduate Coordinator.*  
B.S.B.A., University of Florida, Gainesville, 1967; Ph.D., University of North Carolina, 1976.
- PAUL V. MURRAY, JR., Ph.D.,** *Assistant Professor of Education.*  
B.A., St. Mary's College of CA, 1966; Certificat et Diplome, Universite de Paris, Sorbonne, 1967; Ph.D., University of California, Santa Barbara, 1979.
- JOHN R. MURPHY, D.M.A.,** *Associate Professor of Music.*  
B.M., Southern Illinois University, 1970; M.M., University of Washington, 1973; D.M.A., University of Michigan, 1977.
- ERNEST R. NORDTVEDT, D.B.A.,** *Professor of Management.*  
B.A., West Washington University, 1952; M.S., Rensselaer Poly Institute, 1962; D.B.A., The George Washington University, 1975.

- KATHLEEN O'GORMAN, M.R.E.**, *Assistant Professor, City College, Loyola's Institute for Ministry.*  
B.A., Notre Dame of Maryland, 1970; M.R.E., Loyola University, New Orleans, 1978.
- MARGARET ALUMKAL PARANILAM, Ph.D.**, *Associate Professor of Management.*  
B.A., St. Teresa's College, 1954; M.B.A., DePaul University, 1962; Ph.D., University of Nebraska, 1967.
- JOHN PAYNE, Ph.D.**, *Assistant Professor of Religious Studies.*  
B.A., Spring Hill College, 1963; M.A., Spring Hill College, 1964; M.A., University of Texas, 1969; M.Div., Toronto School of Theology, 1970; Ph.D., University of Texas, 1976.
- SYLVIA PENGILLY, D.M.A.**, *Associate Professor of Music.*  
G.G.S.M., Guildhall School of Music, London, 1957; M.A., Kent State University, 1971; D.M.A., University of Cincinnati, 1979.
- FRANCINE T. PETERSON, M.A.**, *Assistant Professor of Music.*  
B.F.A., University of Utah, 1962; M.A., Humbolt State University, 1982.
- CECILY A. RAIBORN, Ph.D.**, *Associate Professor of Accounting.*  
B.S., Louisiana State University, 1971; M.B.A., Ibid., 1973; Ph.D., Ibid., 1975; C.P.A., 1979.
- RUBY RAMIREZ, Cand. Ph.d.**, *Assistant Professor of Economics.*  
B.A., University of Puerto Rico, 1977; M.A., Tulane University, 1979; A.B.D., Ibid., (1986).
- EARL RICHARD, Ph.D.**, *Associate Professor of New Testament.*  
B.A., Catholic University, 1963; M.Th. & M.A., University of Ottawa, 1967; M.A., John Hopkins, 1972; Ph.D., Catholic University, 1976.
- MICHAEL T. SALIBA II, Ph.D.**, *Associate Professor of Economics, Associate Dean of the College of Business Administration.*  
B.A., University of Alabama, 1967; M.A., University of Oklahoma, 1971; Ph.D., Ibid., 1972.
- RONALD H. SCHROEDER, Cand. Ph.D.**, *Assistant Professor of Management.*  
B.B.A., Tulane University, 1954; M.B.A., Ibid., 1959; Cand. Ph.D., Louisiana State University, (1986).
- DANIEL P. SHERIDAN, Ph.D.**, *Associate Professor of History of Religions.*  
B.A., Passionist Monastic Seminary, 1969; M.A., St. John's University, 1971; Ph.D., Fordham University, 1976.
- A. MICHAEL SIBLEY, Ph.D.**, *Professor of Finance.*  
B.S., Appalachian State University, 1966; M.A., Ibid., 1966; Ph.D., University of South Carolina, 1972.
- G. RALPH SMITH, Ph.D.**, *Professor Emeritus of Management.*  
B.S., Hamilton College, 1937; M.S., Syracuse University, 1940; Ph.D., Ibid., 1954.
- DAVID P. SWANZY, Ph.D.**, *Professor of Music Education; Dean of the College of Music.*  
B.M.E., Centenary College, 1958; M.M., Michigan State University, 1962; Ph.D., Ibid., 1966.
- JANET SITGES SWANZY, Ph.D.**, *Professor of Piano.*  
B.M., Florida State University, 1955; M.A., Mills College, 1956; Ph.D., Louisiana State University, 1978.
- JAGDISH M. UPADHYAY, Ph.D.**, *Professor of Microbiology, Chairman of the Department.*  
B.Pharm., Gujerat University, India, 1951; M.S., University of Michigan, 1957; Ph.D., Washington State University, 1963.

**DAVID A. WHITE, Ph.D.,** *Assistant Professor of Biology.*

B.S., Tulane University, 1974; M.S., Ibid., 1976; Ph.D., Ibid., 1979.

**EVERETTE E. WHITE, III, Ph.D.,** *Associate Professor of Economics.*

B.A., Virginia Polytechnic Institute and State University, 1969; M.A., Ibid., 1974; Ph.D., Ibid, 1979.

**CHARLES L. WINTERS, Th.D.,** *Professor, City College/Loyola's Institute for Ministry.*

B.A., Brown University, 1946; M.Div., Virginia Theological Seminary, 1949; S.T.M., Union Theological Seminary, 1950; Th.D., General Theological Seminary, 1956.

**J. STUART WOOD, Ph.D.,** *Associate Professor of Finance.*

B.S., Tulane University, 1966; M.S., Princeton University, 1970; M.B.A., NYU-GBA, 1975; Ph.D., NYU-GBA, 1980.

**LARRY D. WYATT, Ph.D.,** *Professor of Music.*

B.M.E., Murray State University, 1965; M.M., North Texas State University, 1967; Ph.D., Florida State University, 1974.

# THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition. The fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the river to about Jackson Ave. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847 the priests bought a small piece of the same land they owned nearly a century before and in 1849 the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of \$75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was

purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was \$22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered \$7,500 more for the property.

In May, 1890 the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built and Mass was celebrated in it in May, 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. First president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907 Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W.E. Claiborne. Out of this group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. This group, with the assistance of its ladies auxiliary, was responsible for the building in 1910 of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911 the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments — what are now known as college programs — to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr. of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 built by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In 1919 the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973 the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets, and later moved to Jackson Ave. and Carondelet St. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947 a four year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the department of commerce of A & S expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall, its present home, shortly thereafter. Dr. John V. Conner was the first dean. In 1950 the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957 the college was admitted to full membership.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret St. was the scene of exciting football games, including the first college night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

Loyola, in 1964, completed major physical plant expansion with the dedications of three new buildings; a 404-student men's residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating cooling plant. In 1967 Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000 square-ft. J. Edgar Monroe Memorial Science Building. This impressive structure houses science oriented departments.

In 1985, Loyola will complete construction of its 115,000 square-foot Communications/Music Complex.

In 1909 a Jesuit priest, Anton Kunkel S.J., constructed a wireless receiver and then a spark-gap transmitter on the campus as part of the physics department. By 1922 Loyola faculty and students constructed a 10-watt radio station on campus and on the evening of March 31, after receiving a license, broadcast from Marquette Hall to become the first radio station on-the-air in New Orleans. Thus WWL, which is owned and operated by Loyola University, was born. WWL-TV was formed in 1957 and FM radio was added in 1969. The AM and FM operations are affiliated with CBS. The income from WWL, over and above normal operating expenses and capital improvements, goes entirely to the university for operating expenses.

Graduate programs leading to a master of arts degree were offered as early as 1868 by the forerunner colleges of Loyola University. However, the Jesuits

have always concentrated on undergraduate and professional education as is the case at Loyola today. The current organization of graduate studies was established in 1971.

Today Loyola is the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.

## **POLICY ON NONDISCRIMINATION**

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices, and in the activities it operates a policy of not discriminating on the basis of race, color, creed, national origin, sex or handicap. This policy is in compliance with all applicable federal regulations and guidelines.

# INDEX

## A

Academic Calendar .....	113
Academic Probation .....	34
Academic Regulations .....	29-41
Academic Resources .....	26-27
Academic Standing .....	34
Accounting Courses .....	51-52
Admission	
Graduate Freshman .....	18
Graduate Transfer Students .....	18
Information .....	17-20
International Students .....	19
Policy .....	17 & 19
Regulations .....	19
Transient Students .....	18
Administrators .....	99-100
Administrative Ethics Courses .....	55
Advising .....	29
Application for	
Admission .....	17
Financial Aid .....	24-25

## B

Biological Sciences .....	43-46
Candidacy .....	43
Course Requirements .....	43
Courses .....	44-46
Board	
Cost .....	22-23
Refund .....	24
Business Administration .....	47-55
Advising and Registration .....	50
Courses .....	51-55
Curriculum .....	48-49
Graduation Requirements .....	51

## C

Calendar Academic .....	113
Certificate in Pastoral Studies .....	80
Change in Concentration .....	34
Character & Commitment	
Statement .....	14-16
Computer Center .....	27
Counseling and Career	
Development .....	95

## D

Danna Center .....	98
Decision Science Courses .....	52
Dismissal .....	35
Dormitories .....	(See Residence Halls)
Drop/Add Period .....	30

## E

Economics Courses .....	52-53
Education .....	57-66
Admission to Candidacy .....	57
Course Requirements .....	57
Courses .....	62-66

## F

Faculty .....	101-106
Fees .....	21-22
Finance Courses .....	53
Financial Aid .....	24-25
Financial Aid Application .....	25

## G

Goals of Loyola .....	7-13
Grade Point Average .....	32
Grade Reports .....	32-33
Grades .....	31-34
Grading .....	31-32
Graduation and Commencement .....	36
Graduation Eligibility .....	35

## H

Health Insurance .....	96
Health Service .....	96
History of Loyola .....	107-110

## I

Identification Cards .....	96-97
Institute for Ministry .....	77-87
International Student Affairs .....	97

## J

Jobs, Student .....	25
Juris Doctor/Master of Business	
Administration .....	49-51
Business Administration .....	47-49

Law School.....	50
Restrictions.....	50-51

## L

Leave of Absence.....	31
Library.....	26-27
Loans, Student.....	24-25

## M

Management Courses .....	54
Marketing Courses .....	54-55
Master of Arts in Religious Studies.....	88-94
Master of Business Administration .....	47-55
Master of Business Administration/ Juris Doctor .....	49-51
Master of Education in Administration .....	60
Counseling.....	58-59
Reading.....	59
Student Designed Programs.....	60-61
Master of Music .....	69
Master of Music Education .....	69-70
Master of Music Therapy .....	71
Master of Pastoral Studies.....	79-80
Master of Religious Education .....	79-80
Master of Science in Biological Science .....	43-46
Music .....	67-76
Admission .....	67
Admission to Candidacy .....	68
Course Requirements.....	69-71
Courses .....	72-76

## N

Non-discrimination Policy .....	109
---------------------------------	-----

## P

Pastoral Studies .....	77-80
Admission to Candidacy .....	77
Certificate .....	80
Course Requirements.....	78
Courses .....	80-87
Curriculum .....	79
Preregistration .....	29-30

## R

Readmission Requirements .....	18
--------------------------------	----

Recreation and Intramural Sports .....	98
Recreational Center .....	98
Refund Policy.....	24
Registration .....	30
Late.....	30
Pre-registration .....	29-30
Religious Education .....	77-87
Admission to Candidacy .....	77-78
Course Requirements.....	78
Courses .....	80-87
Curriculum .....	79
Religious Studies.....	88-94
Admission to Candidacy .....	88
Course Requirements.....	88-89
Courses .....	89-94
Residence, Degree Requirements .....	36
Residence Halls.....	22-23
Board (Meals).....	22-23
Refund .....	24
Room Rates .....	22

## S

Story of Loyola University .....	107-110
Student Activities .....	97
Student Government Association .....	98
Student Health Service.....	96
Student Housing .....	95-96
Student Life .....	95-98
Student Union.....	98

## T

Transcripts.....	36
Tuition .....	21-22
Billing and Payment .....	23
Discounts .....	22
Monthly Payment .....	23-24
Refunds.....	24

## U

University Center .....	98
-------------------------	----

## W

Withdrawal from Courses .....	30
Withdrawal from University.....	31
Work-Study Program .....	25

# ACADEMIC CALENDAR

## FALL SEMESTER 1985-86

### August

15	Thursday	New Students Arrive and President's Convocation
19	Monday	Registration for Evening and Graduate Students
20	Tuesday	Drop/Add for Enrolled Students
21	Wednesday	Undergraduate and Graduate Classes Begin
22	Thursday	Late Registration and Drop/Add for a Fee Begin
23	Friday	Last Day to be Admitted and Registered
28	Wednesday	Last Day to Drop/Add

### September

2	Monday	Labor Day Holiday
30	Monday	Loyola Day Holiday for Day Classes

### October

1-8	Tuesday-Tuesday	Mid-Term Period
-----	-----------------	-----------------

### November

1	Friday	All Saints Day Holiday
4-8	Monday-Friday	Spring 1986 Early Registration
26	Tuesday	After Last Class, Thanksgiving Holidays Begin for Undergraduate and Graduate Students

### December

2	Monday	Classes Resume
3	Tuesday	Last Evening Classes
3-4	Tuesday-Wednesday	Continued Early Registration
4	Wednesday	Last Day Division Classes
4-12	Wednesday-Thursday	Evening Division Examinations
6-12	Friday-Thursday	Day Division Examinations

## SPRING SEMESTER 1986

### January

15	Wednesday	New Students Arrive and President's Convocation
16	Thursday	Registration for Evening and Graduate Students
17	Friday	Drop/Add for Enrolled Students
20	Monday	Undergraduate and Graduate Classes Begin
21	Tuesday	Late Registration and Drop/Add for a Fee Begin
22	Wednesday	Last Day to Be Admitted and Registered
24	Friday	Last Day to Drop/Add

### February

10-12	Monday-Wednesday	Mardi Gras Holidays
13	Thursday	Classes Resume

### March

11-18	Tuesday-Tuesday	Mid-Term Period
26	Wednesday	After Last Class, Easter Holidays Begin

### April

1	Tuesday	Classes Resume
7-11	Monday-Friday	Summer/Fall 1986 Early Registration

### May

5	Monday	Last Evening Division Classes
5-7	Monday-Wednesday	Continued Early Registration
6-14	Tuesday-Wednesday	Evening Division Examinations
7	Wednesday	Last Day Division Classes
9-15	Friday-Thursday	Day Division Examinations
18	Sunday	University Baccalaureate Mass
19	Monday	Commencement for Colleges of Arts and Sciences, Music, Business Administration, City College and Graduate Division

LOYOLA  
NEW ORLEANS

6363 ST. CHARLES AVENUE  
NEW ORLEANS, LOUISIANA 70118